

Exploring the Interplay of Leadership, Work Environment, and Teacher Performance: Insights from Madrasah Aliyah in Soppeng Regency

Nurahmi, Abdul Rahman MUS, Baharuddin Semmaila, Ahmad Hakim, Reza Aril Ahri

Universitas Muslim Indonesia, Indonesia

Email: nurahmi1967@gmail.com

The current era of globalization is characterized by very sharp and tight competition, where every organization tries and competes in competition to achieve the best, by organizing all existing systems so that they can play their proper role. Research Objectives: 1. to analyze the influence of leadership and Work Environment on the job satisfaction of Madrasah Aliyah teachers in Soppeng district 2. To analyze the influence of leadership and environment on the work performance of Madrasah Aliyah teachers in Soppeng district 3. To analyze the influence of job satisfaction on the work performance of Madrasah Aliyah teachers in Soppeng district. Quantitative research approach. The population was 211 madrasa teachers and the sample was 138 madrasa teachers. The data collection method uses a questionnaire. The sample collection method is by percentage sampling. The analysis method uses Multiple Linear Regression. The results of the research show that: (1) leadership and the work environment have a joint effect on the job satisfaction of Madrasah Aliyah teachers in Soppeng district 2. Leadership and the work environment have a joint effect on the performance of Madrasah Aliyah teachers in Soppeng district 3. Partially, leadership has no significant effect on job satisfaction of Madrasah Aliyah teachers in Soppeng district 4. Partially leadership has no significant effect on the work performance of Madrasah Aliyah teachers in Soppeng district 5. Job satisfaction has an effect on the performance of Madrasah Aliyah teachers in Soppeng district.

Keywords: Leadership; Work Environment; Job Satisfaction; Teacher Performance.

1. Introduction

In today's era of globalization, characterized by intense and sharp competition, every organization strives to achieve the best by reorganizing their systems to function optimally (Ekpenyong, et al., 2017). To enhance competitiveness, organizations deploy all capabilities, including job methods and strategies, human resources, equipment additions, and employee

welfare improvements (Ironbar, et al., 2020). The above explanation reflects that human resources play a vital role in managing various aspects of human life, including social, economic, cultural, and political aspects, which can be carried out collectively within an organization. Humans are the most important resource because they can plan, organize, mobilize, and utilize resources in desired directions.

High-quality human resources, whether leaders or subordinates within an educational institution like a madrasah, are the most critical assets. These individuals play a crucial role in implementing policies and operational activities. For a madrasah to remain relevant in this global era, it must confront challenges and implications, including adapting to changes and competing effectively. While facilities and infrastructure are vital, the optimal performance of human resources, particularly leaders, is indispensable. Managing human resources within an organization involves various elements, such as teachers, leaders, and the system itself. Hamizat (2021) states that higher leader responsibility in a company motivates employees to improve their performance quality and quantity, feeling a greater responsibility towards their work when the leader sets a good example.

Teachers are expected to continually enhance their performance, which is inherently linked to their primary duties: educating, teaching, guiding, directing, training, assessing, and evaluating students (Christie & Lingard, 2020). Thus, teacher performance is crucial in achieving educational goals in madrasahs. Various parties focus on performance issues, where government performance impacts society, and teacher performance affects students and their parents. Erickson et al., (1987) assert that teachers are the most dominant and influential factor in the success of education. Therefore, teacher performance is critical in the learning process. Teachers should teach effectively, guide students, and demonstrate dedication and loyalty to improve educational quality. Low teacher performance in madrasahs can result in poor academic outcomes, leading to student and parent dissatisfaction. Other issues include poor self-control and harmony among colleagues, affecting task collaboration and student supervision, creating an uncomfortable environment for all madrasah members.

Several factors, both internal and external, influence teacher performance. Internal factors include work motivation, discipline, loyalty, emotional well-being, organizational commitment, job satisfaction, and welfare. External factors include leadership, work environment, academic supervision, school climate, monitoring roles, and learning facilities.

As mentioned, many factors can affect an individual's performance. Further scrutiny reveals that many issues are influenced by how a principal leads teachers to achieve educational goals. It is unfair for principals to blame teachers for all problems, as their leadership significantly impacts the situation. Leadership in madrasahs has two contexts: educational leadership in teaching and leadership in managing the institution (Salim et al., 2021). The principal is an educational leader whose skills and policies significantly influence the madrasah or institution they lead. As a leader, the principal is responsible for all activities in the madrasah (Shulhan, 2018). They must motivate, guide, assist, supervise, set examples, direct, and assess issues related to educational implementation and development to achieve desired goals (Glickman, 2002). The leadership applied by the principal significantly influences educational direction and policy. Therefore, the success of an organization in achieving its goals depends heavily on leadership. Principals must empower all potentials within the madrasah.

Previous research highlights the importance of principal leadership in improving teacher performance. Kushendratno et al., (2023) demonstrated that principal leadership patterns influence teacher performance improvement. However, improving teacher performance faces various challenges, such as inadequate training participation, lack of discipline, work motivation, and teacher responsibility.

Teacher performance quality depends on the principal's attention and intensity in guiding educational staff (Molder, et al., 2022). A democratic leadership style, viewing everyone as having equal say, encouraging organizational and personal goal alignment, welcoming suggestions and critiques, prioritizing teamwork and networking, fostering success among subordinates, and continuously developing leadership capacity, can significantly enhance teacher performance quality. Therefore, principals must strive to encourage teachers to improve their performance. Rohmah (2023) suggest that principals should set examples and create conducive work environments for teachers to feel comfortable in their roles. Moreover, teacher performance reflects their efforts based on their abilities in specific situations. A teacher's performance quality is also influenced by certain situations, including the work environment, which comprises all factors around employees that can impact their task execution (Sirait, 2021).

The work environment, as a driving force, includes both internal and external motivators, such as rewards and punishments (Bandhu et al., 2024). Empirical studies have investigated the relationship between work environment and performance, such as those by Tracey et al., (1995), Lee & Brand, (2005), Combs et al., (2006), finding significant effects of the work environment on performance. Other studies, like those by Putra et al. (2020) and Wahyudi and Nurjaman (2018), found that organizational culture and work environment significantly affect job satisfaction and employee performance.

A conducive work environment positively impacts performance. Teachers in a good work environment feel comfortable and motivated to work better. Research by Syafitri et al., (2021) revealed a significant positive influence of the work environment on teacher performance. Zhenjing et al., (2022) also found a significant positive impact of the work environment on employee performance, indicating that better work environments lead to better performance. A good work environment provides comfort for teachers, crucial for their roles as direct student educators. Teachers must feel comfortable to concentrate fully on teaching and imparting knowledge.

Internal factors like job satisfaction also impact teacher performance. A conducive workplace can foster satisfaction with the organization, school programs, and career advancement, enhancing teacher performance (Ushie & Ekpenyong, 2019). Rezeki et al., (2022) found that job satisfaction significantly influences performance. Septiani, Sunuharyo, and Prasetya (2016) showed that organizational commitment positively and significantly affects performance. Similarly, Rosadi et al. (2022) found that job satisfaction influences performance. Mariani et al. (2023) studied the role of job satisfaction mediating the influence of work motivation on performance, finding significant direct and indirect effects.

Based on the above explanations, the author conducted a study titled: "The Influence of Principal Leadership and Work Environment on Teacher Satisfaction and Performance at Madrasah Aliyah in Soppeng Regency".

2. Method

This research employs a quantitative approach using descriptive and explanatory research methods. The descriptive approach is used to explain the research results with tables, figures, and graphs of processed data. The explanatory approach aims to explain the influence of independent variables (exogenous variables) on dependent variables (endogenous variables). The exogenous variables include Leadership (GK) and Work Environment (BS), while the intermediate variable is Job Satisfaction (KK), and the endogenous variable is Teacher Performance (KG).

Given the research objectives, which analyze the influence of leadership and work environment on job satisfaction and teacher performance at Madrasah Aliyah in Soppeng Regency, the analysis will be both qualitative and quantitative. The respondents' answers, which have been quantified, are processed using statistical analysis with SPSS version 21.00 and AMOS (Analysis of Moment Structures) version 21. The analysis involves the following steps:

1. Descriptive Analysis

This analysis provides a descriptive overview of field data by interpreting the data processing results through data tabulation to address the tendencies of nominal empirical and descriptive data, such as frequency data, standard deviation, variance, and trends to understand nominal, ordinal, or interval data. Descriptive analysis supports the interpretation of analysis results in the research discussion.

2. Quantitative Analysis

To address the main research problems and validate the hypotheses, quantitative analysis is conducted using Structural Equation Modeling (SEM) analysis with the following model formulation:

$$KK = \beta_0 + \beta_1 GK + \beta_2 LK + \varepsilon$$

$$KG = \lambda_0 + \lambda_1 GK + \lambda_2 LK + \lambda_3 KK + \varepsilon$$

$$KG = \alpha_0 + \alpha_1 KK$$

where:

KK = Job Satisfaction

KG = Teacher Performance

GK = Leadership

LK = Work Environment

e = Standar Error

β_0, λ_0 = Constants

$\beta_1 - \beta_3, \lambda_1 - \lambda_3$ = Regression Coefficients

3. Validity and Reliability Tests

a. Validity Test

According to Sugiyono (2019), the validity test measures whether a questionnaire is valid. A questionnaire is valid if its questions accurately measure what they are intended to measure. The validity test aims to determine the accuracy between actual data on the object and the reported data by the researcher. According to Sugiyono (2019), an item is considered valid if the correlation coefficient (r) is above 0.05. Calculations are done using SPSS.

b. Reliability Test

The reliability test is an index indicating how dependable a measuring instrument is. If a measuring instrument yields consistent results when used multiple times to measure the same phenomenon, it is considered reliable. According to Sugiyono (2014), the reliability is determined by Cronbach's Alpha coefficient, with an instrument considered reliable if the coefficient is above 0.60.

4. Hypothesis Testing

a. Simultaneous Hypothesis Testing (F-Test)

This test determines the degree or strength of the influence between independent variables (X_1 , X_2 , and X_3) collectively on the dependent variable (Y). The coefficient is obtained by taking the square root of the Determination Coefficient (R). The F-test analysis compares the calculated F value with the F table value. Before comparison, the confidence level ($1-\alpha$) and degrees of freedom ($n - (k+1)$) must be determined to find the critical value. The alpha value used in this research is 0.05.

b. Partial Hypothesis Testing (T-Test)

This test determines the degree or strength of the influence between each independent variable (X_1 , X_2 , and X_3) individually on the dependent variable (Y). The test compares the calculated t value with the t table value at a 5% significance level and degrees of freedom (df) = $n - k$. If the calculated t value > t table, the hypothesis is accepted, indicating a significant individual influence of the independent variable on the dependent variable. Otherwise, the hypothesis is rejected. The T-Test criteria are:

- 1) If $t\text{-calculated} > t\text{-table}$, H_0 is rejected and H_a is accepted, indicating the independent variable significantly explains the dependent variable.
- 2) If $t\text{-calculated} < t\text{-table}$, H_0 is accepted and H_a is rejected, indicating the independent variable does not significantly explain the dependent variable.

5. Classical Assumption Testing

a. Normality Test

This test checks whether the regression model, dependent variable, independent variable, or both are normally distributed. A good regression model has normally or nearly normally distributed data. In t and F tests, it is assumed that residual values follow a normal distribution. If violated, statistical tests become invalid for small samples. The guidelines are:

- 1) If the Probability value > 0.05, the distribution is normal.

2) If the Probability value < 0.05 , the distribution is not normal.

b. Multicollinearity Test

This test examines whether there is a correlation among independent variables in a regression model. A good regression model should not have multicollinearity. To check for correlation among independent variables, the tolerance and Variance Inflation Factor (VIF) values are examined:

1) If tolerance > 0.10 and VIF < 10 , there is no multicollinearity.

2) If tolerance ≤ 0.10 and VIF ≥ 10 , multicollinearity occurs.

c. Heteroscedasticity Test

This test checks for variance inequality of residuals from one observation to another in a regression model. If the residual variance remains constant, it is called homoscedasticity; if it varies, it is called heteroscedasticity (Umar, 2008). The desired pattern is an increasing scatter plot moving away from the zero line. The decision criteria are:

1) If a specific pattern, such as wave-like, widening, or narrowing points, is present, heteroscedasticity occurs.

2) If no clear pattern and points spread above and below zero on the Y-axis, heteroscedasticity does not occur.

3. Findings and Discussion

Findings

1. Validity and Reliability Testing

Instrument validity was examined using intercorrelation tests, and if the probability value $r < 0.05$, the item was considered valid (see appendix). Reliability testing was conducted by examining the Cronbach's Alpha coefficient, and if $\alpha > 0.6$, the research instrument was deemed reliable.

It was found that some indicators and variables were invalid, but this does not mean they were unusable because there were other indicators that sufficiently represented the variables. The reliability test results indicated that all variables were reliable. Thus, the research data were valid and suitable for hypothesis testing.

2. Multiple Regression Analysis

The data analysis technique used in this research aims to test the hypothesis regarding the influence of leadership (X1) and work environment (X2) on job satisfaction (Y1) and employee performance (Y2). Multiple regression analysis was performed using SPSS with a significance level of $\alpha = 0.05$.

Coefficients ^a										
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	2.443	.179		13.665	.000					
X1	.094	.058	.200	1.617	.108	.423	.139	.125	.387	2.584
X2	.152	.066	.284	2.294	.023	.441	.195	.177	.387	2.584

a. Dependent Variable: Y1

Coefficients ^a										
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	3.798	.289		13.155	.000					
X1	-.120	.094	-.173	-1.281	.203	.102	-.110	-.108	.387	2.584
X2	.278	.107	.352	2.599	.010	.216	.220	.219	.387	2.584

a. Dependent Variable: Y2

Coefficients ^a										
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	3.798	.289		13.155	.000					
X1	-.120	.094	-.173	-1.281	.203	.102	-.110	-.108	.387	2.584
X2	.278	.107	.352	2.599	.010	.216	.220	.219	.387	2.584

a. Dependent Variable: Y2

The regression equations can be explained as follows:

- a. Leadership variable (X1) has an insignificant influence on job satisfaction (Y1) with a coefficient of 0.094 and significance $0.05 < 0.1080.05 < 0.1080.05 < 0.108$.
- b. Work environment variable (X2) has a positive and significant influence on job satisfaction (Y1) with a coefficient of 0.152 and significance $0.05 > 0.0230.05 > 0.0230.05 > 0.023$.

c. Leadership variable (X1) has no influence and is not significant on teacher performance (Y2) with a coefficient of -0.120 and significance $0.05 < 0.2030.05 < 0.2030.05 < 0.203$.

d. Work environment variable (X2) has a positive and significant influence on teacher performance (Y2) with a coefficient of 0.272 and significance $0.05 > 0.0100.05 > 0.0100.05 > 0.010$.

e. Job satisfaction variable (Y1) has a positive and significant influence on teacher performance (Y2) with a coefficient of 0.420 and significance $0.05 > 0.0010.05 > 0.0010.05 > 0.001$.

3. Hypothesis Testing

Based on the classical assumption tests, including normality, multicollinearity, and heteroscedasticity tests, it was found that the estimated multiple regression models met the classical assumptions, suggesting the results were reliable for hypothesis testing. Hypothesis testing was conducted simultaneously using the F-test and partially using the t-test as described below.

a. Simultaneous Hypothesis Testing (F-Test)

The simultaneous test aims to determine whether the independent variables collectively explain the dependent variable. The F-test compares the calculated F value with the F table value. The confidence level $(1-\alpha)$ and degrees of freedom $(df) = n-(k+1)$ are determined to find the critical value. The alpha used in this research is 0.05.

The simultaneous test results are shown below:

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1.736	2	.868	17.683	.000 ^b
Residual	6.528	133	.049		
Total	8.263	135			

a. Dependent Variable: Y1

b. Predictors: (Constant), X2, X1

The data in the table above shows that the calculated F value of 17.683 > F table 3.064 with a Sig level of $0.000 < 0.05$. This shows that the variables of leadership and work environment together have a significant effect on job satisfaction.

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1.053	2	.527	4.114	.018 ^b
Residual	17.021	133	.128		
Total	18.074	135			

a. Dependent Variable: Y2

b. Predictors: (Constant), X2, X1

The data in the table above shows that the calculated F value of 4.114 > F table 3.064 with a Sig level of $0.018 < 0.05$. This shows that the variables of leadership and work environment simultaneously have a significant effect on teacher performance.

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1.460	1	1.460	11.773	.001 ^b
Residual	16.614	134	.124		
Total	18.074	135			

a. Dependent Variable: Y2

b. Predictors: (Constant), Y1

The data in the table above shows that the calculated F value of 11,773 > F table 3,064 with a Sig level of $0.001 < 0.05$. This shows that job satisfaction variables together have a significant effect on teacher performance. These results indicate that leadership and work environment collectively have a significant influence on job satisfaction and teacher performance.

b. Partial Hypothesis Testing (T-Test)

The partial hypothesis test examines whether each independent variable significantly influences the dependent variable. The t-test compares the calculated t value with the t table value at a 5% significance level and $df = n - kdf = n - k$. If $t_{calculated} > t_{table}$, the hypothesis is accepted, indicating a significant individual influence of the independent variable on the dependent variable. The partial test results (t-calculated) are shown below:

Coefficients ^a										
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	2.443	.179		13.665	.000					
X1	.094	.058	.200	1.617	.108	.423	.139	.125	.387	2.584
X2	.152	.066	.284	2.294	.023	.441	.195	.177	.387	2.584

a. Dependent Variable: Y1

Based on table above, the results of the t-test to determine the magnitude of the influence of each independent variable partially (individually) on the dependent variable are as follows:

1) The Influence of Leadership Variables (X1) on Teacher Job Satisfaction (Y1)

Based on the table above, the T count value for Leadership is 1.617 while the T Table is 1.977. So, it is known that $t \text{ count} < t \text{ table}$ or $(1.617 < 1.977)$ and the level of significance produced is 0.108, this is greater than 0.05 or $(0.108 > 0.05)$. Thus, leadership has no effect and is not significant on Job Satisfaction.

2) The Influence of Work Environment Variables (X2) on Teacher Job Satisfaction (Y1)

Based on the table above, the T count value for the Work Environment is 2.294 while the T

Nanotechnology Perceptions Vol. 20 No. S6 (2024)

Table is 1.977. So, it is known that $t \text{ count} > t \text{ table}$ or $(2.294 > 1.977)$ and the level of significance produced is 0.023, this is smaller than 0.05 or $(0.023 < 0.05)$. Thus, the work environment has a positive and significant effect on Job Satisfaction.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	3.798	.289		13.155	.000					
X1	-.120	.094	-.173	-1.281	.203	.102	-.110	-.108	.387	2.584
X2	.278	.107	.352	2.599	.010	.216	.220	.219	.387	2.584

a. Dependent Variable: Y2

Based on table above, the results of the t-test to determine the magnitude of the influence of each independent variable partially (individually) on the dependent variable are as follows:

1) The Influence of Leadership Variables (X1) on Teacher Performance (Y2)

Based on the table above, the T count value for Leadership is -1.281 while the T Table is 1.977. So it is known that $t \text{ count} < t \text{ table}$ or $(-1.281 < 1.977)$ and the level of significance produced is 0.203, this is greater than 0.05 or $(0.203 > 0.05)$. Thus, leadership has no effect and is not significant on Job Satisfaction.

2) The Influence of Work Environment Variables (X2) on Teacher Performance (Y2)

Based on the table above, the T count value for the Work Environment is 2.599 while the T Table is 1.977. So, it is known that $t \text{ count} > t \text{ table}$ or $(2.599 > 1.977)$ and the level of significance produced is 0.010, this is greater than 0.05 or $(0.010 < 0.05)$. Thus, the work environment has a positive and significant effect on Job Satisfaction.

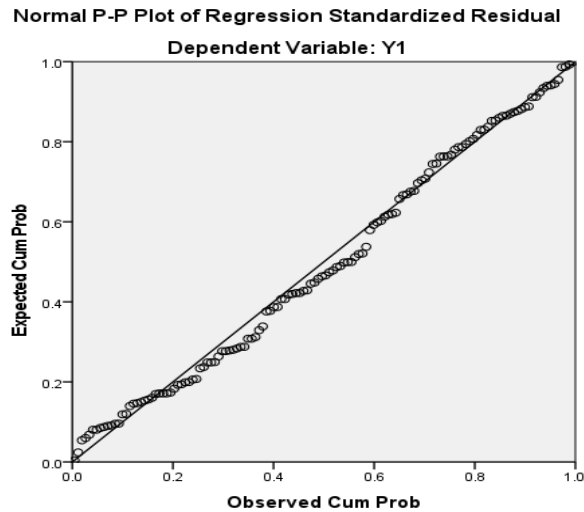
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	2.989	.429		6.963	.000					
Y1	.420	.122	.284	3.431	.001	.284	.284	.284	1.000	1.000

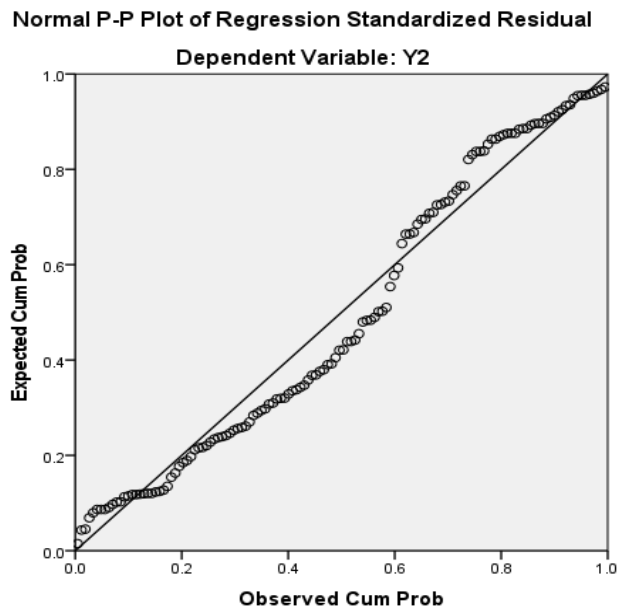
a. Dependent Variable: Y2

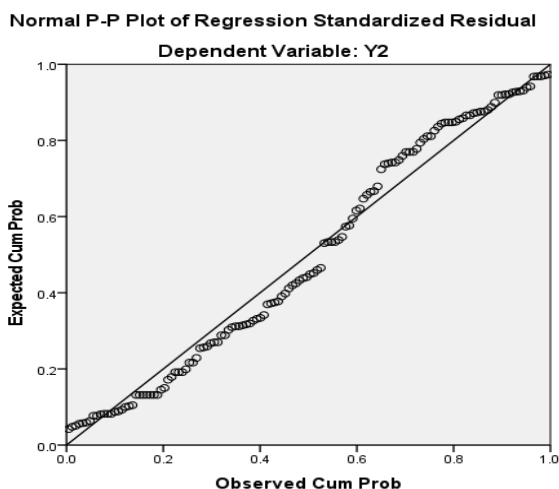
1

Based on the table above, the T count value for Job Satisfaction is 3.431 while the T Table is 1.977. So, it is known that $t \text{ count} > t \text{ table}$ or $(3.431 > 1.977)$ and the level of significance produced is 0.001, this is smaller than 0.05 or $(0.001 < 0.05)$. Thus, job satisfaction has a positive and significant effect on Teacher Performance.



- 4. Classical Assumption Testing
 - a. Normality Test





Based on the three graphs above, it can be seen that the points are spread around the line and follow the diagonal line, indicating that the data is normally distributed.

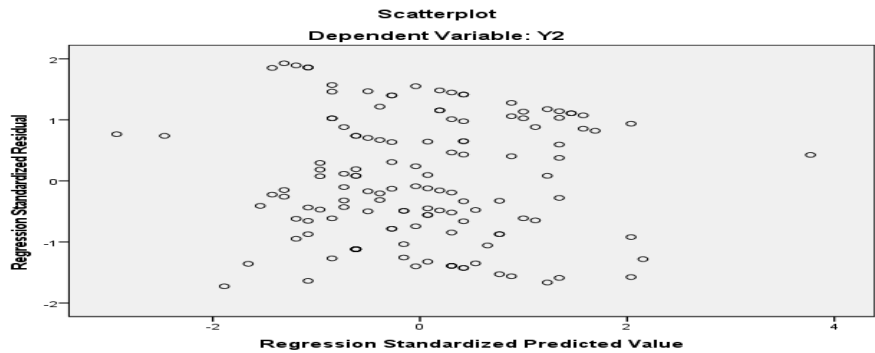
b. Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	X1	.387	2.584
	X2	.387	2.584

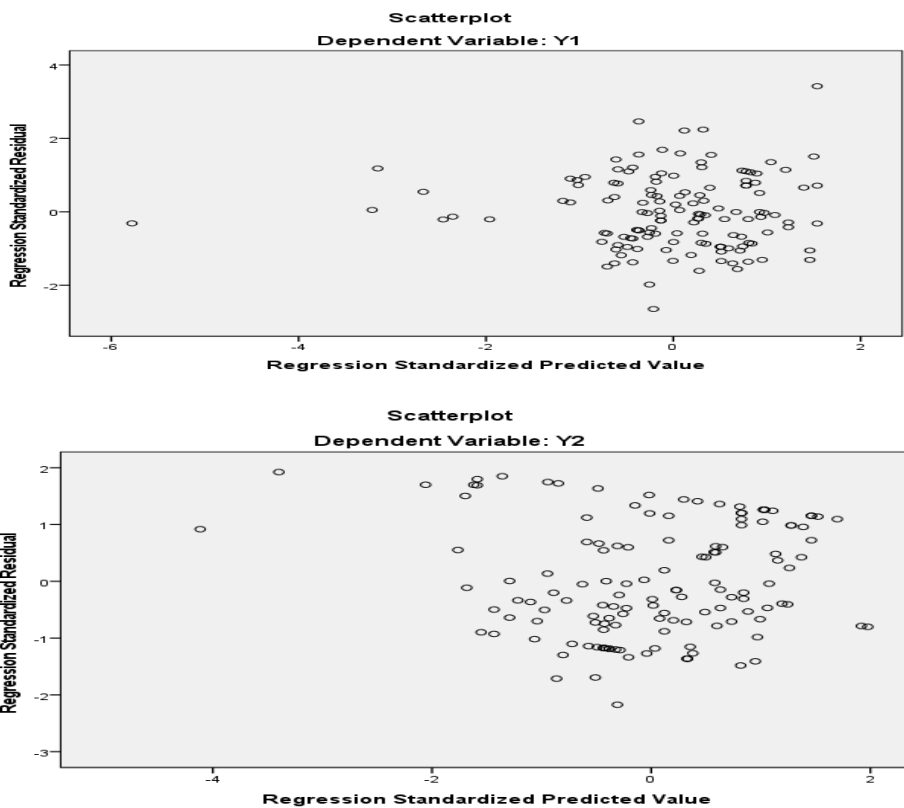
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	X1	.387	2.584
	X2	.387	2.584

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Y1	1.000	1.000

The multicollinearity test results show that both variables have a VIF value < 10 and tolerance > 0.1 . This indicates no multicollinearity in the regression equation, and the independent variables' relationships can be tolerated without disrupting the regression results.



c. Heteroscedasticity Test



The heteroscedasticity test results show that the points are randomly distributed above and below the 0 line. This means the regression model used in this research does not have heteroscedasticity but rather homoscedasticity, indicating no biased parameters that could cause errors in treatment.

DISCUSSION

This study examines the influence of leadership and work environment on job satisfaction and teacher performance at Madrasah Aliyah in Soppeng Regency. The discussion focuses on the

findings related to the impact of leadership on job satisfaction, the effect of the work environment on job satisfaction, the influence of leadership on teacher performance, the effect of the work environment on teacher performance, and the relationship between job satisfaction and teacher performance. Each aspect is analyzed to understand the dynamics within the madrasahs and to provide insights into improving educational outcomes.

1. The Influence of Leadership on Job Satisfaction

A leader in an Islamic educational institution should possess the ability to command and prevent, as they need to supervise their subordinates, correct errors, and encourage good deeds while preventing wrongdoing through discussions and considering their opinions and experiences. This approach indicates that the leader has utilized their unique capabilities. Leaders should understand what makes employees satisfied with their work if targets or goals are achieved. If a leader aims to influence others' behavior, they must consider the type of leadership to be used.

The leadership exemplified by Prophet Muhammad SAW has proven to lead the Islamic community to achieve success in both worldly and spiritual realms, individual and communal happiness. Therefore, his leadership should be emulated by all Muslims entrusted with leadership, from the smallest units to the largest, such as families, villages, districts, provinces, countries, and the world, as well as in leading institutions or government bodies, whether executive, legislative, or judicial. However, this study's results do not align with the above ideal, as the findings indicate no influence of leadership on teacher job satisfaction, evidenced by regression analysis. The regression results show a leadership coefficient of 0.094, a t-value of 1.617, and a significance of 0.108. At the 5% significance level (0.05), the significance of $0.108 < 0.05$, indicating that leadership does not affect teacher job satisfaction.

This finding aligns with Hidayat & Machali, (2012), which states no positive and significant influence between leadership and job satisfaction. Similarly, Alonderiene & Majauskaite (2016) found no leadership influence on job satisfaction. The results suggest that leadership does not impact job satisfaction. Leaders should be more judicious in providing directions to ensure employee satisfaction. Thamrin (2012) also found no positive and significant influence between leadership and job satisfaction.

2. The Influence of Work Environment on Job Satisfaction

The work environment, where individuals perform their tasks, encompasses both physical and non-physical aspects. The physical work environment includes elements that physically affect a person's comfort at work, such as lighting, facilities, space, cleanliness, etc. The non-physical work environment in this study refers to the sense of safety and comfort a teacher feels, measured by relationships with colleagues and the principal. Job satisfaction reflects how workers feel about their jobs, influenced by various job aspects. It can be measured by the satisfaction with salary, rewards from the principal, job outcomes, harmonious relationships with colleagues, and job alignment with teachers' roles.

This study demonstrates that teachers' feelings of safety and comfort at work can increase their satisfaction with salary, working conditions, colleagues, personal development, and job outcomes. The regression analysis shows a work environment coefficient of 0.152, a t-value of 2.294, and a significance of 0.023. At the 5% significance level (0.05), the significance of

$0.023 < 0.05$, indicating a positive influence of the work environment on job satisfaction. This suggests that a comfortable and harmonious work environment can enhance teachers' job satisfaction, while an uncomfortable and disharmonious environment can decrease it in Madrasah Aliyah across Soppeng Regency.

The work environment in MA Soppeng Regency impacts the success of tasks, shown by teachers' ability to complete work towards the madrasah's goals. Supportive physical environments (cleanliness, lighting, air circulation, security, equipment, and noise) influence job satisfaction. A supportive environment benefits both the madrasah and teachers. Conversely, an unsupportive physical environment leads to dissatisfaction and more errors in task completion.

This finding aligns with Elsa Febriani's study on the influence of the work environment and job satisfaction among production employees in the CPO industry, highlighting the need for a supportive work environment. It also aligns with Quinerita Stevani Aruan and Mahendra Fakhri's study on the work environment's impact on field employees' job satisfaction at PT. Freeport Indonesia, emphasizing well-managed work environments.

Non-physical work environments, such as relationships among teachers and staff, are crucial for supporting teachers' task completion, leading to job satisfaction. A supportive non-physical environment fosters better collaboration and effective communication, essential for job satisfaction and performance. Quayum (2003), notes that job satisfaction is employees' attitude towards their job, work situation, and cooperation with supervisors and colleagues. A positive non-physical environment significantly impacts job satisfaction and performance.

In Madrasah Aliyah in Soppeng Regency, both physical and non-physical work environments often affect job satisfaction and performance. A conducive environment supports teachers in completing tasks, increasing job satisfaction and productivity. Conversely, a non-conducive environment lowers motivation and performance.

3. Influence of Leadership on Teacher Performance

Leadership can influence subordinates' performance, motivating and energizing employees to realize the organization's vision and mission. Effective leadership in madrasahs involves guiding teachers to achieve set goals, matching leadership styles to the teachers' characteristics. Leaders need theoretical and practical knowledge and skills, gained through experience and continuous evaluation of leadership practices.

However, this study finds no influence of leadership on teacher performance, evidenced by regression analysis showing a leadership coefficient of -0.120 , a t -value of -1.281 , and a significance of 0.203 . At the 5% significance level (0.05), the significance of $0.203 > 0.05$, indicating that leadership does not affect teacher performance.

This contradicts findings by Badrun et al., (2022), who state that leadership positively influences teacher performance. Iphank & Ardiana (2017) found that madrasah principals' leadership styles do not significantly affect teacher performance, suggesting that changes in leadership style do not impact performance much.

Similar findings by Irawati & Mustafa, (2023) show that leadership does not significantly affect teacher performance at SMK Negeri 1 Kota Ternate, implying that changes in leadership

style do not substantially impact performance.

Madrasah principals in Soppeng Regency should apply leadership styles suitable for their madrasah's conditions, following Prophet Muhammad's leadership traits like honesty, trustworthiness, intelligence, communication, fairness, contentment, patience, and strategy. Applying these traits can improve teacher performance and, consequently, educational quality.

4. The Influence of Work Environment on Teacher Performance

The study shows a positive influence of the work environment on teacher performance, evidenced by regression analysis with a work environment coefficient of 0.278, a t-value of 2.599, and a significance of 0.010. At the 5% significance level (0.05), the significance of $0.010 < 0.05$, indicating a positive influence of the work environment on teacher performance.

A pleasant work environment is crucial for teachers' comfort and enthusiasm in performing tasks. Nela Pima Rahmawanti suggests that a good work environment makes employees feel comfortable and enthusiastic, leading to optimal results. Conversely, a poor environment negatively impacts productivity. A supportive work environment among principals, teachers, students, and the surrounding community increases job satisfaction and performance.

Observations of Madrasah Aliyah in Soppeng Regency (Madrasah Aliyah Negeri 1 Soppeng, MAS Yasrib Kab. Soppeng, and Madrasah Aliyah Negeri 2 Soppeng) show that physical work environments are generally good, with adequate facilities for teachers. However, some newer madrasahs lack complete facilities.

Non-physical environments, such as relationships with principals and colleagues, are also important. Effective communication and collaboration in a positive work environment enhance job satisfaction and performance. The study aligns with Rahman et al. (2020), who found that a supportive work environment positively influences teacher and staff performance in SMP Negeri 2 Balaesang, Donggala. Sari (2019) notes that a positive work environment enhances employee motivation, collaboration, and communication, improving team performance and employee well-being. Siagian & Khair (2018) found that work environment positively correlates with job satisfaction and performance. Positive work environments in Madrasah Aliyah in Soppeng Regency improve teacher performance. A supportive environment makes teachers feel satisfied and motivated, leading to better job performance and educational quality.

5. The Influence of Job Satisfaction on Teacher Performance

Teachers' self-perception significantly influences their competence development. Self-concept affects attitudes, thoughts, actions, and moods, such as happiness and satisfaction. A poor self-concept hinders teachers from realizing their potential, while a healthy self-image facilitates success and happiness. Job satisfaction, reflecting how teachers feel about their work, is influenced by advancement opportunities, job security, salary, organization and management, intrinsic job factors, working conditions, social aspects, communication, and facilities.

A conducive madrasah climate enhances job satisfaction, motivating teachers to work more effectively. The study shows a positive influence of job satisfaction on teacher performance, evidenced by regression analysis with a job satisfaction coefficient of 0.420, a t-value of 3.431, and a significance of 0.001. At the 5% significance level (0.05), the significance of $0.001 <$

0.05, indicating a positive influence of job satisfaction on teacher performance. This aligns with Dami et al. (2022), who found that job satisfaction significantly influences employee performance. Satisfied employees are more motivated, engaged, and committed, improving productivity and performance quality. Afshar and Doosti (2016) and Wolomasi et al. (2019) also found that job satisfaction positively influences teacher performance. High job satisfaction leads to higher performance, while dissatisfaction lowers motivation and performance.

The direct influence of job satisfaction on teacher performance suggests that higher satisfaction enhances performance. Satisfied teachers, supported by salary, career development opportunities, supportive supervisors, benefits, appreciation, policies, good colleagues, job alignment, and effective communication, perform better, mastering teaching materials, creating creative strategies, planning lessons, managing classes well, and being responsible for their work.

4. Conclusion

This study aimed to examine the influence of leadership and work environment on job satisfaction and teacher performance at Madrasah Aliyah in Soppeng Regency. The key findings from the research provide several important insights. Firstly, the study found no significant direct influence of leadership on job satisfaction. This suggests that while leadership is essential, it may not be the sole factor influencing job satisfaction among teachers in Madrasah Aliyah. Effective leadership should be coupled with other supportive measures to enhance job satisfaction. In contrast, a significant positive relationship was found between the work environment and job satisfaction. A conducive work environment, both physical and non-physical, plays a crucial role in enhancing teachers' job satisfaction. Ensuring a supportive and comfortable work environment can lead to higher levels of job satisfaction.

Furthermore, the study found no significant direct impact of leadership on teacher performance. This indicates that other factors, possibly including the work environment and job satisfaction, might play a more critical role in influencing teacher performance. Leadership should focus on creating a supportive environment and fostering job satisfaction to indirectly improve performance. However, the work environment was found to have a significant positive impact on teacher performance. A supportive and comfortable work environment enhances teacher motivation and productivity, leading to better performance outcomes. Educational institutions should prioritize improving both physical and non-physical work conditions to boost teacher performance. Additionally, there is a significant positive relationship between job satisfaction and teacher performance. Teachers who are satisfied with their jobs are more motivated, engaged, and committed, resulting in higher performance levels. Enhancing job satisfaction should be a strategic focus for educational leaders to achieve better educational outcomes.

IMPLICATIONS FOR PRACTICE

Leadership development programs should emphasize the importance of creating a positive work culture and supporting teachers' needs. While leadership did not show a direct impact on job satisfaction or performance, its role in creating a supportive work environment and

fostering job satisfaction is crucial. Investments in improving facilities, ensuring safety, and fostering positive relationships among staff should be prioritized as both physical and non-physical aspects of the work environment significantly impact job satisfaction and performance. Furthermore, strategies to enhance job satisfaction, such as providing fair compensation, opportunities for professional development, and recognizing teachers' efforts, can lead to better performance. Educational institutions should implement policies and practices that prioritize teacher well-being and satisfaction.

References

1. Alonderiene, R., & Majauskaite, M. (2016). Leadership style and job satisfaction in higher education institutions. *International Journal of Educational Management*, 30(1), 140-164.
2. Badrun, B., Mustahiqurrahman, M., Indra, I. M., Fakhurrizi, F., & Akbar, M. A. (2022). The Influence of Principal's Leadership Style on Teacher Performance. *Jurnal At-Tarbiyat: Jurnal Pendidikan Islam*, 5(1).
3. Bandhu, D., Mohan, M. M., Nittala, N. A. P., Jadhav, P., Bhadauria, A., & Saxena, K. K. (2024). Theories of motivation: A comprehensive analysis of human behavior drivers. *Acta Psychologica*, 244, 104177.
4. Christie, P., & Lingard, B. (2020). *Teachers and schooling making a difference: Productive pedagogies, assessment and performance*. Routledge.
5. Combs, J., Liu, Y., Hall, A., & Ketchen, D. (2006). How much do high-performance work practices matter? A meta-analysis of their effects on organizational performance. *Personnel psychology*, 59(3), 501-528.
6. Ekpenyong, V. O., Ebinyi, D. W., & Ushie, G. B. (2017). Gender equality and the empowerment of women for sustainable development in Nigeria. *Education for Today: Journal of Faculty of Education*, 13(3), 10-17.
7. Erickson, F. (1987). Transformation and school success: The politics and culture of educational achievement. *Anthropology & education quarterly*, 18(4), 335-356.
8. Glickman, C. D. (2002). *Leadership for learning: How to help teachers succeed*. ASCD.
9. Hamizat, N. H. (2021). *The relationship between emotional intelligence and job performance: a case of O&G industry in Malaysia* (Doctoral dissertation, Universiti Tun Hussein Onn Malaysia).
10. Hidayat, A., & Machali, I. (2012). *Pengelolaan pendidikan: konsep, prinsip, dan aplikasi dalam mengelola sekolah dan madrasah*. Kaukaba.
11. Iphank, F., & Ardiana, I. D. K. R. (2017). The Influence of Transformational Leadership Style, Organizational Culture, and Competence on Teacher Motivation and Performance. *Media Mahardhika*, 16(1).
12. Irawati, K., & Mustafa, I. M. (2023). PENGARUH GAYA KEPEMIMPINAN TRANSFORMASIONAL DAN KOMPETENSI GURU TERHADAP KINERJA GURU SMK NEGERI 1 KOTA TERNATE. *Journal Transformation of Mandalika*, 4(8), 343-350.
13. Ironbar, V. E., Itari, P. E., & Ekpenyong, V. (2020). Good Governance and Community Development in Nigeria: A Case of Communities in Central Senatorial District of Cross River State. *National Council for Adult Education Journal*, 25(1), 106-116.
14. Kushendratno, K., Arafat, Y., & Furkan, N. (2023). The Influence of the Principal's Leadership Style and Physical Work Environment on Teacher's Performance. *Journal of Social Work and Science Education*, 4(2), 397-413.
15. Lee, S. Y., & Brand, J. L. (2005). Effects of control over office workspace on perceptions of the work environment and work outcomes. *Journal of environmental psychology*, 25(3), 323-

- 333.
16. Mariani, W. E., Pramitari, I. G. A. A., Sumiari, K. N., & Lasmini, N. N. (2023). Peningkatan Kompetensi Guru Produktif Program Keahlian Akuntansi dan Perpajakan SMK di Denpasar, Badung, Tabanan, dan Gianyar. *Madaniya*, 4(3), 890-895.
17. Molder, A. L., Lakind, A., Clemmons, Z. E., & Chen, K. (2022). Framing the global youth climate movement: a qualitative content analysis of Greta Thunberg's moral, hopeful, and motivational framing on instagram. *The International Journal of Press/Politics*, 27(3), 668-695.
18. Putra, A. R., Hariani, M., Nurmalsari, D., Irfan, M., & Al Hakim, Y. R. (2020). Role of Work Environment and Organizational Culture to Job Performance. *Journal of Islamic Economics Perspectives*, 1(2), 1-13.
19. Quayum, M. A. (2003). *Malaysian literature in English: An evolving tradition*. Kunapipi, 25(2), 17.
20. Rezeki, F., Made, N. D. M. S. D., & Diwyarthi, S. (2022). Performance Appraisal And Situational Leadership Style In Influencing Employee Performance Through Job Satisfaction At Inden Indonesia Ltd. *Asian Journal of Management, Entrepreneurship and Social Science*, 2(04), 161-179.
21. Rohmah, L. J. A. (2023). *The Implementation Of Podcast To Increase Students' Listening Skill At SMP N 1 Batanghari* (Doctoral dissertation, IAIN Metro).
22. Rosadi, B., Ramadhan, L., Renaldi, A., Nugrawati, A. R., Hidayat, R. A., & Azzahra, A. P. (2022). Impact of the Organizational Environment and Leadership Style on Job Satisfaction of Medical Record Distribution Officers. *HIV Nursing*, 22(2), 2130-2135.
23. Salim, S., Azwardi, A., Ritonga, M., & Widiastuty, R. (2021). Leadership role of madrasah aliyah head in improving the quality of education. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 7(01), 25-32.
24. Septiani, M., Sunuharyo, B. S., & Prasetya, A. (2016). Pengaruh komitmen organisasional terhadap disiplin kerja dan kinerja karyawan. *Jurnal Administrasi Bisnis (JAB)* Vol, 40(2).
25. Shulhan, M. (2018). Leadership style in the madrasah in Tulungagung: how principals enhance teacher's performance. *International Journal of Educational Management*, 32(4), 641-651.
26. Sirait, D. (2021). The Influence Of Principal Transformational Leadership, Work Culture And Work Environment On Teacher Performance In State Senior High Schools Throughout Banjarbaru City. *J Adv Educ Philos*, 5(12), 391-400.
27. Syafitri, J., Aktar, S., & Pratiwi, S. N. (2021). Pengaruh komitmen organisasi, lingkungan kerja, motivasi terhadap kinerja guru smp negeri di kecamatan gebang kabupaten langkat. *Jurnal Pendidikan Tambusai*, 5(3), 8676-8686.
28. Thamrin, H. M. (2012). The influence of transformational leadership and organizational commitment on job satisfaction and employee performance. *International journal of innovation, management and technology*, 3(5), 566-572.
29. Tracey, J. B., Tannenbaum, S. I., & Kavanagh, M. J. (1995). Applying trained skills on the job: The importance of the work environment. *Journal of applied psychology*, 80(2), 239.
30. Ushie, G. B., & Ekpenyong, V. O. (2019). Collective bargaining as an instrument of conflict management and workers' productivity in manufacturing companies in Cross River State-Nigeria. *LWATI: A Journal of Contemporary Research*, 16(3), 103-112.
31. Wahyudi, I. N., & Nurjaman, I. (2018). Pengaruh Kegiatan Mozaik Terhadap Kemampuan Motorik Halus Anak Usia 4-6 Tahun. *Ceria: Jurnal Program Studi Pendidikan Anak Usia Dini*, 6(2), 12-25.
32. Zhenjing, G., Chupradit, S., Ku, K. Y., Nassani, A. A., & Haffar, M. (2022). Impact of employees' workplace environment on employees' performance: a multi-mediation model. *Frontiers in public health*, 10, 890400.