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The Influence of Principal Leadership on Entrepreneurial Teacher Performance through Job Satisfaction and Teacher Compensation

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ABSTRACT
As times progress, people are required to always improve their quality and abilities to be able to compete in this fairly tight competition. Research conducted by researchers on education has highlighted the quality of teaching as an important factor in school learning outcomes and student output. The aim of this research is to determine the influence of principal leadership on teacher performance which is mediated by job satisfaction and teacher compensation. This research uses a quantitative descriptive approach with explanatory research. The sample used in this research was vocational school entrepreneurship teachers throughout the district. Mojokerto with sample 94 entrepreneurship teachers as respondents. The results of this research are that the principal's leadership has no influence on teacher performance, but it becomes significant if the principal's leadership affects teacher performance through job satisfaction.

Keywords:
Principal Leadership, Teacher Performance, Job Satisfaction, Teacher Compensation

INTRODUCTION

Science and technology are currently increasingly advanced, expanding and have had a significant impact on various areas of human life in every country, one of which is education (Yolanda, et al., 2023). Research on education has highlighted the quality of teaching as an important factor in school learning outcomes and student output (Coiduras et al., 2020). The shortage of teaching workers and the turnover of qualified teachers is a problem that occurs in many countries (World Bank, 2018), one of which is Indonesia. The Ministry of Education and Culture (2023) stated that the current shortage of teaching staff is due to the large number of teachers retiring and other problems are the current low quality of education which is influenced by the low competence and performance of teachers.

Teacher performance is an important target in human resource management for reasons that directly or indirectly affect work productivity. In reality, today's teachers tend to work in conditions that hinder rather than encourage (Godfrey & Olson, 2019), teaching with inadequate preparation can make learning difficult for students to absorb. In fact, teachers are one of the factors that can improve and determine the success of education in Indonesia (Hasanah et al., 2020). Therefore, improving teacher performance needs to receive serious attention from various parties, one of which is schools as a basis for taking concrete steps related to improving teacher performance factors such as school leadership. (Indajang et al., 2021).

School principals also have an important role in improving the teaching and learning process highlighted in related literature (Leithwood el al., 2020). Retaining experienced and competent teachers is an increasing challenge for school leadership (Qadach & Finkelstein, 2023). A school principal's good and correct leadership style will support teacher job satisfaction so that teachers can happily improve their performance, this is proven by studies that have been conducted (Aydin et al., 2013; Koiv et al., 2019). Several studies have identified that job satisfaction is an important factor that can influence teacher performance, welfare, productivity and profitability in an organization (Ashraf, 2020; Nguyen et al., 2020) or school.

In particular, teacher job satisfaction is related to the quality of teaching and ultimately to the learning outcomes of students (Fütterer et al., 2023). In fact, recent research shows that teachers who initially pursued other career goals feel more satisfied with their profession due to their deliberate decision to switch careers, meaning teachers are less satisfied with the results obtained through the teaching profession. Job dissatisfaction can cause teachers to perform poorly in terms of teaching quality, so a negative impact on student learning seems reasonable (Fütterer et al., 2022). One of the factors that influences teacher job satisfaction is the compensation provided by superiors or schools, this has been proven by several studies that have been researched by researchers with the results that compensation greatly influences job satisfaction (Shortland 2018; Chan & Ao 2019; Saman, 2020;).

Compensation can be categorized as intrinsic or extrinsic, financial or non-financial benefits and will directly or indirectly influence teacher job satisfaction and ultimately commitment (Shortland, 2018). Recent research finds that giving bonuses to teachers for teaching in high-poverty schools can increase recruitment and reduce teacher turnover (Saenz, 2022). However, the majority of teacher salaries in Indonesia are not able to guarantee a decent life for the teaching workforce. The novelty in this research is that the research findings can create human resources as a quality teaching workforce by increasing teacher performance in teaching which is driven by job satisfaction and compensation. Apart from that, the urgency of this research is to assess variables related to improving (Che Ahmat et al., 2019) the performance and development of a school through the principal leadership variable and job satisfaction and teacher compensation variables as mediating variables.

METHOD

This study used survey design. Sample was entrepreneurship reachers who teach in vocational schools Mojokerto district, east java province, Indonesia. Sample size was 94 entrepreneurship teachers. Quationnaire wa used to collect the data questionnaire consists of 85 items taken from previews studies (Parashakti & Usliawati, 2017; Saleem et al., 2020; Idris, 2021). Data were analysed using partial least squares – structural equator model (PLS-SEM).

RESULTS AND DISCUSSION

a) Descriptive Analysis

Descriptive analysis based on the frequency distribution of respondents' characteristics is divided into 5, namely age, gender, last education, length of time as a teacher and school origin. The majority of 94 respondents were 32 years old with a percentage of 15%, apart from that it was dominated by women with 57 respondents or 61%. Respondents' most recent education was dominated by bachelor's degree graduates totaling 86 respondents (91%). 34 respondents had been teachers >5 years with a percentage of 36%, while the average number of respondents from SMKN 1 Kemlagi, SMKN 1 Jetis and SMKN 1 Mojoanyar was 16% or 15 respondents.

Based on the results of data analysis via IBM 25 SPSS, the distribution results for each variable were obtained. The principal's leadership variable has an average value of 4.17 which can be said to be good, meaning that the majority of respondents agree with the statement items proposed in the principal's leadership instrument. Furthermore, the frequency distribution of the teacher performance variable has an average value of 4.17, so it can be said to be in the good category, while the frequency

distribution of the job satisfaction variable as a mediating variable has an average value of 4.27, which means the indicators used are good, finally the frequency distribution of the variable Teacher compensation received a score of 4.14, which means good. The conclusion from all the results of the average values obtained for each variable can be stated that the majority of respondents agreed to the items for each variable given in the questionnaire.

b) Outer Model Test

Outer model analysis is used to provide specifications between latent variables and manifest variables, or in other words how each indicator relates to the latent variable (Nasution et al., 2020). This outer model test uses two stages, namely validity testing and reliability testing to measure the validity of the indicator variables. The validity test in a study is used to find out how well the measuring instruments used are in measuring careful variables so that the results obtained are good and appropriate to the circumstances. Validity testing consists of convergent validity and discriminant validity. The following are the results of the cross loading value of validity testing using SmartPLS.

1) Validity

Table 1: Cross Loading Values of Principal Leadership

Indicator	Cross Loading Value				Statement
	Principal Leadership	Teacher Performance	Job Satisfaction	Teacher Compensation	
X1	**0.979**	0.975	0.952	0.926	Valid
X2	**0.968**	0.970	0.950	0.922	Valid
X3	**0.914**	0.903	0.897	0.861	Valid
X4	**0.780**	0.729	0.728	0.776	Valid
X5	**0.897**	0.848	0.856	0.885	Valid
X6	**0.958**	0.935	0.925	0.913	Valid
X7	**0.847**	0.844	0.825	0.819	Valid
X8	**0.984**	0.973	0.964	0.927	Valid
X9	**0.945**	0.863	0.836	0.917	Valid
X10	**0.963**	0.961	0.954	0.920	Valid
X11	**0.950**	0.894	0.908	0.849	Valid
X12	**0.951**	0.893	0.910	0.849	Valid
X13	**0.835**	0.785	0.820	0.784	Valid
X14	**0.824**	0.730	0.795	0.803	Valid
X15	**0.894**	0.733	0.827	0.807	Valid
X16	**0.917**	0.868	0.885	0.835	Valid
X17	**0.817**	0.767	0.792	0.751	Valid
X18	**0.954**	0.909	0.921	0.869	Valid
X19	**0.859**	0.807	0.827	0.786	Valid
X20	**0.945**	0.895	0.909	0.849	Valid

Table 2: Cross Loading Values of Teacher Performance

Indicator	Cross Loading Values				Statement
	Principal Leadership	Teacher Performance	Job Satisfaction	Teacher Compensation	
Y1	0.880	**0.913**	0.901	0.906	Valid
Y2	0.802	**0.839**	0.836	0.816	Valid
Y3	0.947	**0.969**	0.959	0.924	Valid
Y4	0.954	**0.974**	0.961	0.922	Valid
Y5	0.931	**0.965**	0.945	0.903	Valid
Y6	0.904	**0.945**	0.931	0.893	Valid
Y7	0.801	**0.837**	0.825	0.807	Valid
Y8	0.935	**0.962**	0.954	0.912	Valid
Y9	0.877	**0.925**	0.896	0.895	Valid
Y10	0.884	**0.936**	0.909	0.900	Valid
Y11	0.857	**0.914**	0.885	0.883	Valid

Indicator	Cross Loading Values				Statement
	Principal Leadership	Teacher Performance	Job Satisfaction	Teacher Compensation	
Y12	0.822	**0.856**	0.775	0.789	Valid
Y13	0.858	**0.917**	0.880	0.890	Valid
Y14	0.948	**0.959**	0.928	0.909	Valid
Y15	0.965	**0.967**	0.942	0.908	Valid
Y16	0.935	**0.948**	0.927	0.891	Valid
Y17	0.815	**0.831**	0.817	0.796	Valid
Y18	0.946	**0.956**	0.929	0.904	Valid
Y19	0.940	**0.955**	0.925	0.897	Valid
Y20	0.946	**0.960**	0.933	0.906	Valid
Y21	0.916	**0.929**	0.897	0.889	Valid
Y22	0.814	**0.825**	0.803	0.807	Valid
Y23	0.933	**0.939**	0.907	0.901	Valid
Y24	0.925	**0.935**	0.898	0.894	Valid
Y25	0.929	**0.941**	0.906	0.901	Valid

Table 3: Cross Loading Value of Job Satisfaction

Indicator	Cross Loading Values				Statement
	Principal Leadership	Teacher Performance	Job Satisfaction	Teacher Compensation	
Z1.1	0.914	0.906	**0.919**	0.887	Valid
Z1.2	0.964	0.973	**0.979**	0.923	Valid
Z1.3	0.821	0.831	**0.874**	0.852	Valid
Z1.4	0.723	0.737	**0.765**	0.763	Valid
Z1.5	0.852	0.838	**0.879**	0.860	Valid
Z1.6	0.920	0.0931	**0.941**	0.886	Valid
Z1.7	0.919	0.932	**0.944**	0.881	Valid
Z1.8	0.968	0.970	**0.978**	0.922	Valid
Z1.9	0.882	0.880	**0.888**	0.879	Valid
Z1.10	0.847	0.796	**0.870**	0.814	Valid
Z1.11	0.673	0.643	**0.724**	0.687	Valid
Z1.12	0.906	0.872	**0.927**	0.833	Valid
Z1.13	0.754	0.702	**0.788**	0.709	Valid
Z1.14	0.906	0.862	**0.912**	0.833	Valid
Z1.15	0.904	0.852	**0.918**	0.833	Valid
Z1.16	0.909	0.859	**0.924**	0.838	Valid
Z1.17	0.639	0.657	**0.715**	0.661	Valid
Z1.18	0.701	0.700	**0.761**	0.714	Valid
Z1.19	0.809	0.798	**0.849**	0.787	Valid
Z1.20	0.935	0.951	**0.965**	0.911	Valid
Z1.21	0.796	0.818	**0.840**	0.803	Valid
Z1.22	0.913	0.927	**0.945**	0.892	Valid
Z1.23	0.910	0.930	**0.941**	0.892	Valid
Z1.24	0.911	0.924	**0.943**	0.881	Valid
Z1.25	0.899	0.917	**0.940**	0.881	Valid
Z1.26	0.774	0.794	**0.820**	0.775	Valid
Z1.27	0.923	0.947	**0.954**	0.898	Valid

Table 4: Cross Loading Values of Teacher Compensation

Indicator	Cross Loading Value				Statement
	Principal Leadership	Teacher Performance	Job Satisfaction	Teacher Compensation	
Z2.1	0.889	0.917	0.903	**0.923**	Valid
Z2.2	0.768	0.795	0.798	**0.799**	Valid
Z2.3	0.907	0.928	0.913	**0.968**	Valid
Z2.4	0.860	0.885	0.874	**0.899**	Valid
Z2.5	0.891	0.847	0.859	**0.907**	Valid
Z2.6	0.774	0.738	0.753	**0.810**	Valid
Z2.7	0.879	0.831	0.844	**0.886**	Valid

Indicator	Cross Loading Value				Statement
	Principal Leadership	Teacher Performance	Job Satisfaction	Teacher Compensation	
Z2.8	0.875	0.856	0.857	**0.879**	Valid
Z2.9	0.889	0.869	0.875	**0.892**	Valid
Z2.10	0.777	0.801	0.787	**0.885**	Valid
Z2.11	0.781	0.797	0.786	**0.880**	Valid
Z2.12	0.682	0.700	0.694	**0.781**	Valid
Z2.13	0.785	0.791	0.782	**0.846**	Valid

Based on table 1, table 2, table 3 and table 4, all variables have a cross loading value that is greater than other constructs and the loading factor value of each variable has met the valid criteria, namely having a value of 0.7 or more so that through the results of the presentation of the test results validity above, it can be said that each indicator used for each variable is declared valid and can be used.

2) Reliability

Table 5: Cronbach Alpha and Composite Reliability values

Variable	Avarage Variance Extracted	rho_A	Cronbach Alpha	Composite Reliability	Statement
Principal Leadership	0.796	0.988	0.986	0.987	**Reliabel**
Teacher Performance	0.850	0.993	0.993	0.993	**Reliabel**
Job Satisfaction	0.768	0.990	0.988	0.989	**Reliabel**
Teacher Compensation	0.753	0.974	0.972	0.975	**Reliabel**

Based on the results of calculations to test reliability in table 5, it can be seen that the average variance extracted (AVE) value for each research construct shows a value of more than 0.5, this shows that all constructs have met the requirements so they can be analyzed further. Apart from that, reliability testing is measured using the results of the Cronbach alpha and composite reliability values which aim to find out how high or low a construct under study is. The Cronbach alpha value based on table 4.16 has results with a value above the threshold, namely > 0.7, in fact each construct has a Cronbach alpha value of 0.9, meaning that the Cronbach alpha value for each construct has met the criteria and can be said to be reliable.

Meanwhile, the composite reliability value has a threshold of 0.7 so that the construct can be said to be reliable. In table 4.16 it can be concluded that each construct has exceeded the threshold value with a composite reliability value of more than 0.7, namely 0.9, so all constructs are confirmed to be reliable and explains that the indicators used to measure each construct have quite high internal consistency (Husin et al., 2021).

c) Inner Model Test

Inner model testing or it can also be called a structural model in research is used as Inner model testing or it can also be called a structural model in research is used as a measuring tool that can explain the relationship between variables. Evaluation of this test can be done using R-Square 〖(R〗^2), predictive relevance 〖(Q〗^2) and Goodness of Fit (GoF). measuring tools that can explain the relationship between variables. Evaluation of this test can be done using R-Square (R^2), predictive relevance (Q^2) and Goodness of Fit (GoF).

Table 6: *R-Square* Value

Variable	R-Square
Teacher Performance (Y)	0.963
Job Satisfaction (Z1)	0.962
Teacher Compensation (Z2)	0.917

Based on the results of R-Square data processing, it is depicted in table 4.17 which shows that the results of the R-Square calculation on the teacher performance variable as variable Y have a value of 0.963 (96.30%) which is almost close to the value of 1. This can be stated that the diversity of teacher performance variables (Y) can be explained by the principal's leadership variable (X) of 96.30% or in other words the contribution of the principal's leadership variable as variable X to teacher performance as variable Y is 96.30%. Meanwhile, the other 3.70% is the contribution of other variables not discussed in this research.

Apart from that, the results of the R-Square calculation of the job satisfaction variable as a mediating variable (Z1) are worth 0.962 (96.20%), this value is slightly close to the value 1. This shows that the diversity of the job satisfaction variable (Z1) can be explained by The principal leadership variable as variable X is 96.20% or in other words the principal leadership variable (X) has a contribution to job satisfaction (Z1) of 96.20%. Meanwhile, the other 3.80% was obtained through contributions from other variables not discussed in this research.

Furthermore, calculating the R-Square value of the teacher compensation variable as a mediating variable (Z2) obtained a value of 0.917 (91.70%). This shows that the diversity of the teacher compensation variable (Z2) can be explained by the principal's leadership variable as variable .70%. Meanwhile, another contribution of 8.30% was obtained through other variables not discussed in this research.

Predictive Relevance is used to determine how good the quality of the prediction values produced by the model as well as the estimated statistical model parameters in this research (Shmueli et al., 2019). As a criterion or benchmark, values higher than 0, 0.25 and 0.50 describe the small, medium and large predictive relevance of the PLS path model (Hair et al., 2018). The following is a calculation of the results of Q^2:

Q^2 Value = 1 - (1 - R^2) x (1 - R^2) x (1 - R^2)
Q^2 Value = 1 - (1 – 0.963) x (1 – 0.962) x (1 – 0.917)
Q^2 Value = 1 – (0,037) x (0,038) x (0,083)
Q^2 Value = 0,999

Information :
Q^2 : predictive relevance value
R^2 : R-Square value of teacher performance variables (Y), job satisfaction (Z1), teacher compensation (Z2)

Based on the results of calculations using the formula above, it is known that the predictive relevance value is 0.999, so it can be concluded that the large diversity of data from research that can be explained by the designed structural model is 99.9%, slightly touching the number 1, while the remaining 0.1% is explained by other factors outside the model. Another conclusion obtained is that the structural model or goodness to fit index in this research is good.

d) Hypothesis Analysis

After testing the inner model and outer model previously, based on the calculations and data processing, both tests met the requirements so that hypothesis testing could be carried out. To see whether a hypothesis in research can be accepted or rejected, include paying attention to the significance value between variables, namely the t-statistic and p-value.

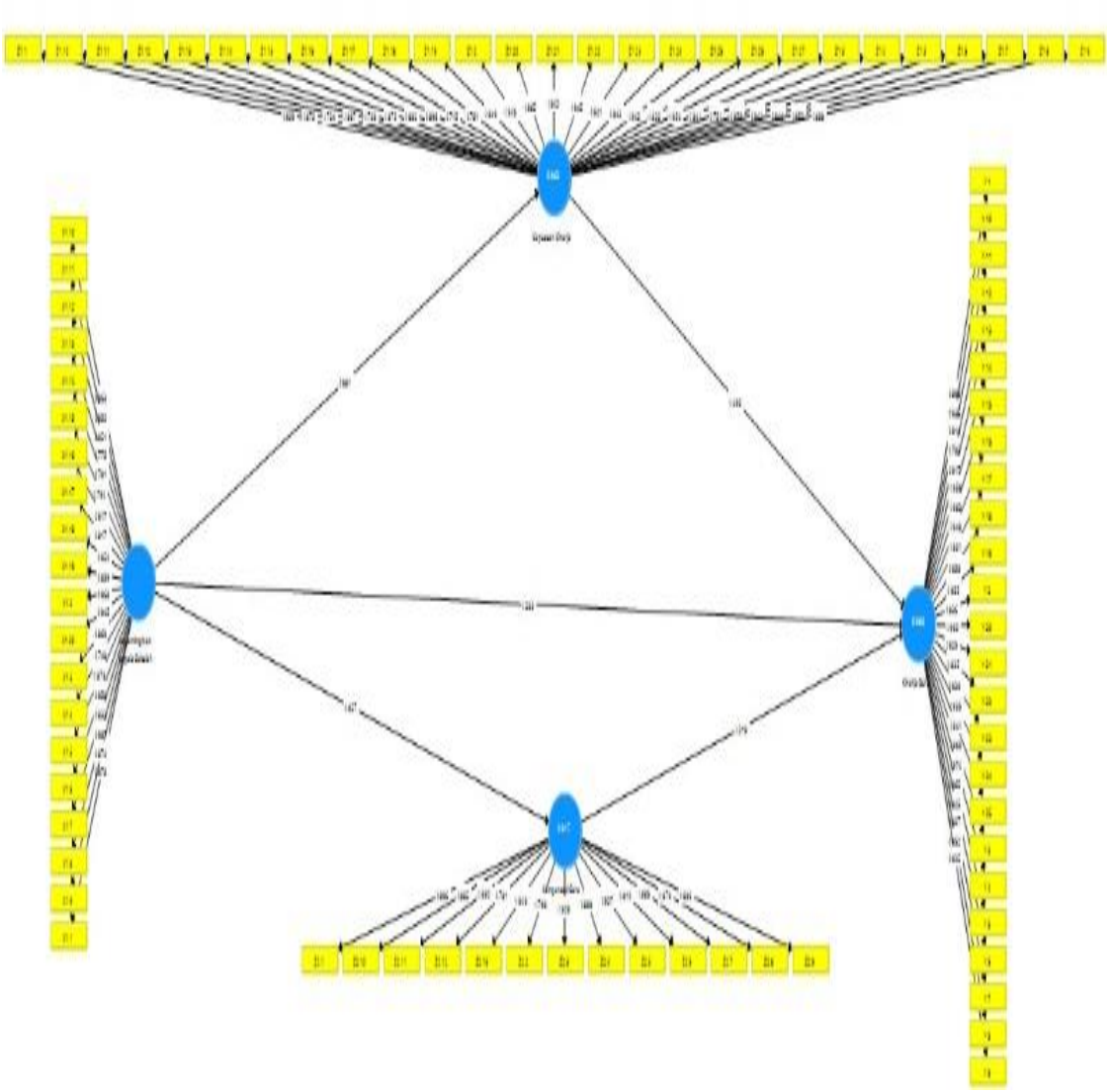

Figure 1. Botstrapping Result

After testing the hypotheses between constructs in this research, it can be seen which constructs can be accepted and rejected. This determination can be seen through the results of the t-statistical value and p-value obtained from each hypothesis after testing the hypothesis with SmartPLS. If the t-statistic value from bootstrapping obtained is higher than the t-table value, namely 1.960, then the hypothesis can be accepted (Sharma & Aggarwal, 2019). Meanwhile, the path coefficient becomes significant if the error probability level is 5% and has a confidence level of 95%, then the inaccurate limit value is 0.05 (Sarstedt & Cheah, 2019). Below, the bootstrapping results will be explained using a table.

Table 7: Hypothesis Result

Variable	*Original Sample* (O)	*P-Value*	*T-Statistic* (O/STDEV)	Statement	Significant
X1 – Y	0.283	0.129	1.521	Rejected	Not Significant
X1 – Z1	0.981	0.000	129.988	Accepted	Significant
X1 – Z2	0.957	0.000	82.633	Accepted	Significant
Z1 – Y	0.490	0.011	2.560	Accepted	Significant
Z2 - Y	0.219	0.100	1.650	Rejected	Not Significant
X1 - Z1 - Y	0.480	0.012	2.560	Accepted	Significant
X1 - Z2 - Y	0.210	0.102	1.650	Rejected	Not Significant

The results of the analysis in table 7 show that the first, fifth and seventh hypotheses are three of the seven hypotheses whose hypothesis results were rejected and were not significant because they had a t-statistic value of less than 1.960 and a p-value above the specified threshold value, namely 0.05 then the hypothesis is declared rejected, meaning that there is abnormal data on the variables in the hypothesis.

Discussion

H1 Significant Influence Between Principal Leadership on Teacher Performance

Through data processing using SmartPLS, it shows that the hypothesis value of the influence of principal leadership on teacher performance has a t-statistic value of 1.521, where this value does not meet the criteria requirements, namely > 1.960, while the p-value obtained by this hypothesis is 0.129, where this value exceeds The required criterion value is <0.05, meaning that the principal's leadership does not have a significant influence on teacher performance and the first hypothesis is rejected.

The results of this research are strengthened by previous studies which conducted research with almost similar discussions. However, the results of this research are not in line with the results of most other studies, where this can be said to be an update of research, in the research of Indajang et al., (2021) and the research of Badrun et al., (2022) which states that the leadership of school principals has a significant influence on teacher performance. The results are in line with the research study of Sauri et al., (2018) stating that there is no significant influence of the principal's leadership on teacher performance. The conclusion of the results in this research is that good principal leadership and fulfilling the vision and mission alone will not be enough to improve teacher performance as evidenced by the R-Square value obtained which shows that 3.70% is a contribution from other variables not discussed in this research.

H2 Significant Influence Between Principal Leadership on Job Satisfaction

Based on the research results, it shows that the hypothesized value of the influence of school principal leadership variables on job satisfaction is declared acceptable with a t-statistic value of 129,988 where this value meets the t-table criteria, namely > 1,960. Meanwhile, the p-value obtained is 0.000, meaning that the value meets the requirements with a threshold value of <0.05. This explains that the principal's leadership has a significant influence on job satisfaction.

The results of this research are further strengthened by previous research which also examined almost the same or similar discussions. Hu et al., (2019) research study discusses that principal leadership is significantly related to teacher job satisfaction. Apart from that, the principal's leadership style will support teacher job satisfaction and self-identification with the organization (Koiv et al., 2019), in Koiv's research also said that the principal's leadership supports job satisfaction. The results

of hypothesis testing in this research are also supported by the facts of conditions in the field through statement items in the questionnaire that every vocational school principal in the Regency and City of Mojokerto encourages continuous improvement in teacher performance, the average score obtained in this item is 4.20, which is included in the results category. Good.

H3 The Significant Influence of Principal Leadership on Teacher Compensation

Through SmartPLS processing, a t-statistical value of 82,633 was obtained, which meets the minimum criteria for the value that must be met, namely > 1,960, so that the principal's leadership can be said to have an influence on teacher compensation. Apart from that, the p-value obtained is 0.000, where this value meets the specified minimum threshold requirements, namely 0.05, meaning this hypothesis is accepted. The principal's leadership influences the compensation received by teachers through the principal's own policies and management.

Through the literature from previous research, there are very few research studies that discuss teacher compensation as a mediating variable, so this can be used as a research update for the future. In Abu Nasra & Arar's (2020) study, leadership is related to job satisfaction, providing benefits such as fuel and others, this means that the leadership of the school principal plays a role in providing compensation to teachers or employees. Apart from that, evidence in the field can be seen through the average value of statement items on the questionnaire which has a value of 4.14 which is in the high category which is considered good in this research. The conclusion is that the principal's leadership really helps teachers by providing compensation to meet their needs and being paid on time.

H4 Significant Influence Between Job Satisfaction on Teacher Performance

Based on the results of the fourth hypothesis analysis, this is accepted, this is proven by the results of testing and data processing using SmartPLS with a t-statistic value obtained of 2,560, meaning that the value is acceptable because it meets the requirements, namely > 1,960, while the p-value obtained is 0.011, meaning the value This meets the criteria for the t-table limit value, namely 0.05. It can be said that the hypothesis is accepted and one variable is interconnected with other variables. A teacher's satisfaction with the work carried out will improve the teacher's performance so that learning and school activities can run well.

The results of this research are reinforced by previous research which conducted research studies with similar discussions with the same hypothesis results. In Wenno's (2017) study, positive teacher performance is obtained through the quality of teaching and satisfaction of the teacher himself. If teachers gain satisfaction at work, this can encourage teachers to show good performance so that educational goals in a school can be achieved well. Meanwhile, research by Toropova et al., (2021) found that teachers who are very satisfied with the work they do will increase their work performance or in other words very satisfying teacher performance.

H5 Significant Influence Between Teacher Compensation on Teacher Performance

Based on the results of the research analysis of the fifth hypothesis regarding the influence of teacher compensation variables on teacher performance, the hypothesis is declared accepted with a t-statistic value of 1,650. This value does not meet the t-table requirements where the t-statistic value must exceed 1,960, and the p-value obtained in The fifth hypothesis test is 0.100, this value exceeds the threshold value which should have a value of less than 0.05, so it can be said that the hypothesis

is rejected and the variables do not have a significant influence. In the results of this research, teacher compensation does not have a significant influence due to the lack of increasing influence between variables, so other variables must be found to help improve this hypothesis, seen through the R-Square value which has 8.30%, which is a contribution from other variables not discussed in this research. .

The results of this research are reinforced by previous research studies from Setianingsih & Kader (2019) with similar research results that teacher compensation has a positive but not significant effect on teacher performance. Moreover, the results of this study are not in line with the results of other studies which state that there is a significant influence between teacher compensation and teacher performance in schools (Paturusi, 2017; Renawati & Mulyadi, 2021; Sari et al., 2021; Norawati & Syafarisna, 2023). It can be concluded that the results of this research include teacher compensation not having a significant influence on improving teacher performance in schools.

H6 The Significant Influence of Principal Leadership on Teacher Performance Through Job Satisfaction

The sixth hypothesis is that the influence of the principal's leadership on teacher performance through job satisfaction as a mediating variable has a t-statistic value of 2,560, which means that this value exceeds the t-table value requirement, namely > 1,960 and the p-value obtained is 0.012, meaning that this value has met the specified criteria, namely <0.05 so the hypothesis is declared accepted. This shows that the principal's leadership will improve teacher performance assisted by increasing teacher satisfaction. This result is also in line with the results of the first hypothesis where the principal's leadership does not have a direct influence on teacher performance.

Teacher job satisfaction is often considered an important aspect in improving teacher performance and productivity, apart from that, the principal's leadership is considered one that has a big influence on job satisfaction (Elmazi, 2018). The results of this research are in line with research studies conducted by Birhasani & Sulaiman (2022) where there is a correlation or relationship between school principal leadership and teacher performance through job satisfaction. Aslamian & Murdayanti (2019) said that interaction between instructional leaders and subordinates can change employee behavior so that they feel capable and get high satisfaction so that they will strive to achieve higher work with better quality.

Apart from that, Rizkie & Suriansyah's research (2022) has similar results to this research where there is an influence of the principal's leadership and culture through job satisfaction on teacher performance both directly and indirectly. The difference with this research is that there is only an indirect influence from the principal's leadership. on teacher performance which is assisted by job satisfaction as a mediating variable.

H7 The Significant Influence of Principal Leadership on Teacher Performance Through Teacher Compensation

The seventh hypothesis was declared accepted so it was concluded that there was a significant influence between the principal's leadership on teacher performance through teacher compensation which was the mediating variable. The t-statistic value obtained in this hypothesis is 1.650, meaning that this value does not meet the specified prerequisite value, namely > 1.960, meaning this hypothesis is rejected. Meanwhile, the p-value obtained by testing this hypothesis is 0.120, meaning that the value does not meet the requirements because the value obtained is > 0.05, while the

specified limit value is < 0.05, so the principal's leadership does not have an indirect effect on teacher performance through teacher compensation.

The results of this research are not in line with the research results of Sari et al., (2021) which stated that there is a simultaneous influence between school principal leadership on teacher performance through teacher compensation as a mediating variable. This shows that the results of this study could be an update on previous research, the majority of which had results that were contradictory to the results of this study. Wenno's (2017) research study shows that compensation and performance have a high correlation and are combined with the principal's managerial leadership.

The conclusion of the seventh hypothesis is that teacher compensation cannot mediate the influence of principal leadership on teacher performance, or in other words, principal leadership does not have a significant influence on teacher performance through teacher compensation.

CONCLUSION

The findings in this research study provide the conclusion that (1) The principal's leadership does not have a significant influence on teacher performance directly. This is obtained because the principal's leadership in accordance with the vision and mission is not enough to improve teacher performance but must also be accompanied by other variables. (2) The principal's leadership has a significant influence on job satisfaction directly. This is also supported by research data that has been analyzed and shows that the hypothesis is accepted. Good principal leadership can increase the level of teacher job satisfaction in schools. (3) The principal's leadership has a significant influence on teacher compensation, which is also proven through the results of research data. Good principal leadership will increase the compensation teachers receive through their policies and school management. (4) Job satisfaction has a significant influence on teacher performance. This explains that the job satisfaction received by teachers is able to increase the good and quality performance of teachers in schools. (5) Teacher compensation does not have a significant influence on teacher performance. This explains that in this research teacher compensation was still unable to improve teacher performance in schools. (6) The principal's leadership has a significant influence on teacher performance through job satisfaction. This means that the principal's leadership is able to encourage quality teacher performance if accompanied by fulfilling teacher job satisfaction and job satisfaction can significantly mediate. (7) The principal's leadership does not have a significant influence on teacher performance through compensation. This explains that the principal's leadership has not been able to improve teacher performance without compensation or with compensation.

Suggestion

Through the results of research analysis and the conclusions obtained, there are suggestions from researchers for further research and of course for the schools that researchers use in this research. (1) Vocational Schools in Mojokerto district should continue to pay attention to factors that can improve teacher performance and improve the leadership of school principals to become even better. (2) Future research is expected to add other variables to the research using a similar theme. (3) Then, for further research, it is hoped that different samples with a wider range will be taken. (4) School principals at Vocational Schools throughout Mojokerto Regency are expected to increase and properly manage teacher compensation to improve teacher

performance at Vocational Schools throughout Mojokerto Regency. (5) It is hoped that school principals in vocational schools throughout Mojokerto Regency can improve teacher performance through good leadership, perhaps by improving management or organization. (6) School principals are expected to continue to increase job satisfaction because this can improve teacher performance in schools. (7) In future research, we can use motivation variables to find out what makes teachers motivated in their enthusiasm for teaching so they have good performance

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