The Role of Job Satisfaction in Mediating the Influence of Competency on Teacher Performance at SMA Negeri 1 Timang Gajah Bener Meriah Regency

1st M. Thaib
Student of Master Management
Universitas Pembangunan Panca Budi
Medan, Indonesia
mthaib@gmail.com

2nd Sri Rahayu
Dept. Master of Management
Universitas Pembangunan Panca Budi
Medan, Indonesia
srirahayu@dosen.pancabudi.ac.id

3rd Kiki Farida Ferine
Dept. Master of Management
Universitas Pembangunan Panca Budi
Medan, Indonesia
kikifarida@dosen.pancabudi.ac.id

Abstract—This study aims to analyze the influence of competence on teacher performance with job satisfaction as an intervening variable at SMA Negeri 1 Timang Gajah, Bener Meriah Regency. The background of this research is based on the importance of the role of teachers in improving the quality of education, where teacher performance is influenced by internal factors such as competence, as well as external factors in the form of job satisfaction. This study uses a quantitative approach with a population of 77 teachers, all of whom are sampled through the saturated sample technique. Data collection was carried out through the distribution of questionnaires and processed using the Partial Least Square (PLS) method. The results of the study show that competence has a positive and significant effect on teacher performance and job satisfaction. Job satisfaction has been proven to have a positive and significant effect on teacher performance and is an intervening variable in the relationship between competence and teacher performance. These findings indicate that efforts to improve teacher performance need to be focused on strengthening competencies, and creating a work environment that supports job satisfaction. The results of the research are expected to be a reference for schools in formulating policies for the development of teacher professionalism in a sustainable manner.

Keywords: competence, job satisfaction, teacher performance

I. INTRODUCTION

Education is one of the fundamental factors in improving the quality of human resources in a region. The success of education is highly dependent on various components, one of which is teacher performance. Teachers as educators have a strategic role in determining the quality of learning and learning outcomes of students (Muslimin, 2021). Therefore, efforts to improve teacher performance are important for all stakeholders in the education sector to pay attention to.

One of the factors that affect teacher performance is competence. Teachers who have good competence, both in terms of pedagogic, professional, personality, and social, are expected to be able to carry out their duties and responsibilities optimally (Handayani & Suparno, 2020). However, the high competence possessed by teachers does not necessarily directly improve performance if it is not accompanied by adequate job satisfaction. Job satisfaction is a positive emotional condition for the work done. Teachers who feel satisfied with their work tend to be more motivated to give their best performance (Rahman & Sari, 2022).

SMA Negeri 1 Timang Gajah as one of the high schools in Bener Meriah Regency continues to strive to improve the quality of education through improving teacher competence. However, the results of initial observations show that there are still some teachers who show suboptimal performance, such as low innovation in learning methods, lack of participation in self-development activities, and weak discipline in carrying out tasks. This condition raises the suspicion that job satisfaction can play a role as a mediating variable that bridges the influence of competence on teacher performance (Yuliana & Putra, 2023).

Based on this phenomenon, it is important to analyze the extent to which teacher competence affects performance, as well as the role of job satisfaction in mediating the influence of this competence. The results of this study are expected to contribute to schools and local governments in formulating appropriate policies to improve teacher performance through competency development and efforts to increase job satisfaction.

II. LITERATURE REVIEW

A. Theoretical Framework

1) Teacher Performance

a) Definition of Teacher Performance

Sutrisno (2020) stated that teacher performance is the level of success of teachers in achieving learning goals, carrying out administrative tasks, and fostering social relationships in the school environment. Teacher performance is a tangible ability shown in carrying out all their responsibilities, including learning, guidance, and social roles (Sutrisno, 2020).

b) Teacher Performance Indicators
Sutrisno (2020) explained that teacher performance indicators according to Sutrisno can be grouped into the following aspects:
1) Working Quantity

Describes the amount of work completed in a given time. Examples for teachers: the number of lesson plans prepared, the number of teaching hours fulfilled.

2) Quality of Work
Refers to the quality of the work results and conformity with the specified standards.

3) Punctuality
Assess how quickly the work is completed according to the predetermined schedule.

4) Kehadiran (Attendance)
Frequency of attendance and discipline in carrying out duties.

5) Cooperation Ability
Ability to work closely with peers, principals, and other related parties.

B. Job Satisfaction

1) Definition of Job Satisfaction

Handoko (2020) defines job satisfaction as the extent to which an employee enjoys or dislikes their job; This sentiment is shown by the thoughtful attitude of employees towards their work and everything they encounter at work.

2) Job Satisfaction Indicators
According to Handoko (2020), indicators of job satisfaction can include:

1) Salary and Allowances: The correspondence between the compensation received and the workload and responsibilities undertaken.

2) Career Development: Opportunities to advance in a career through training, promotion, and skill development.

3) Awards and Recognition: Appreciation for work achievements, whether in the form of praise, incentives, or formal awards.

4) Work Environment: The physical and psychological conditions of the workplace that support comfort and productivity.

5) Relationships with Co-workers and Superiors: Harmonious social interaction and support from superiors and co-workers.

C. Competence

1) Definition of Competence

Spencer & Spencer (2020) Competency is a profound characteristic of a person that relates to effective or superior performance in a particular job or situation, which includes knowledge, skills, motivation, values, and behavior patterns.

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

a) Motivation
- The desire to achieve the best results
- Encouragement to keep learning and growing
- Initiative in taking responsibility

b) Values and Attitudes
- Have integrity and high work ethic

- Positive attitude towards work and co-workers
- Adaptability to change

c) Knowledge
- In-depth understanding of the field of work
- Ability to apply relevant theory and information
- Awareness of work standards and procedures

d) Skills
- Adequate technical skills to carry out tasks
- Ability to use work-related tools and technology
- Effective communication skills in a work environment

e) Personal Characteristics
- Ability to manage emotions and stress
- Ability to work together in a team
- Leadership and decision-making ability
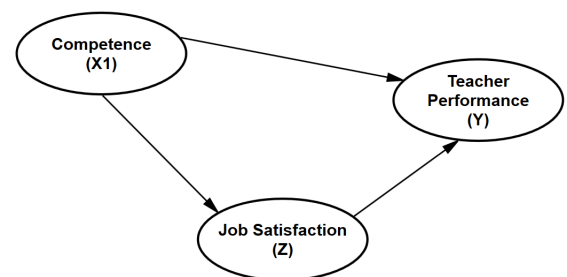
D. Conceptual Framework

Fig. 1. Conceptual Framework

E. Research Hypothesis

H1: Competence has a positive and significant effect on teacher performance at SMA Negeri 1 Timang Gajah, Bener Meriah Regency.

H2: Competency has a positive and significant effect on job satisfaction at SMA Negeri 1 Timang Gajah Bener Meriah Regency.

H3: Job satisfaction has a positive and significant effect on teacher performance at SMA Negeri 1 Timang Gajah, Bener Meriah Regency.

H4: Competency has a positive and significant effect on teacher performance through job satisfaction at SMA Negeri 1 Timang Gajah Bener Meriah Regency.

III. RESEARCH METHODS

A. Types of Research
The type of research that the researcher uses is quantitative research. This type of quantitative research was conducted to make a study that aims to adjust a research and to analyze the competence of teacher performance with job satisfaction as an intervening variable at SMA Negeri 1 Timang Gajah Bener Meriah Regency.

B. Research Location and Research Time
The location of the research was conducted at SMA Negeri 1 Timang Gajah, which is located in Umah Besi, Gajah

Putih District, Bener Meriah Regency, Aceh. The research period was carried out for 3 months, from April to June 2025.

C. Population and Sample

In this study, the population is 77 people, consisting of 69 ASN teachers and 8 PPPK teachers. The sample used in this study is a saturated sample because all populations are used as samples because the number is relatively small and it is possible to study it as a whole.

IV. RESULTS AND DISCUSSION

A. Outer Model Review

Outer Model *analysis* using *the PLS Algorithm*, yielding:

1) Validity Test

TABLE I. VALUE OF OUTER LOADINGS

	Competence	**Job satisfaction**	**Teacher Performance**
X1.1	0,920		
X1.2	0,924		
X1.3	0,954		
X1.4	0,929		
X1.5	0,936		
Y.1			0,848
Y.2			0,914
Y.3			0,908
Y.4			0,933
Y.5			0,948
Z.1		0,907	
Z.2		0,957	
Z.3		0,943	
Z.4		0,942	
Z.5		0,957	

Source: PLS Smart Output, 2025

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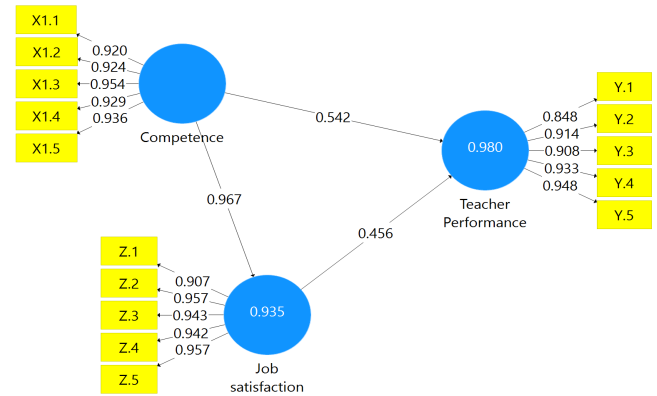

Fig. 2. Outer Loading

2) Reliability Test

TABLE II. UJI CONSTRUCT RELIABILITY AND VALIDITY

	Cronbach's Alpha	**rho_A**	**Composite Reliability**	**Average Variance Extracted (AVE)**
Competence	0,963	0,963	0,971	0,870
Job satisfaction	0,968	0,968	0,975	0,886
Teacher Performance	0,948	0,950	0,961	0,830

Source: PLS Smart Output, 2025

From Table 2 above, the reliability test results show that Cronbach's Alpha and Composite Reliability values on all constructs have values above 0.70. This shows that all indicators have high internal consistency and are reliable in measuring their respective constructs. So that the research instrument is declared reliable and feasible to be used in testing structural models.

3) Coefficient of Determination (R2)

In assessing a model with PLS it starts by looking at the R-square for each dependent latent variable. The table below is the result of Rsquare estimation using SmartPLS.

TABLE III. R SQUARE RESULTS

	R Square	**R Square Adjusted**
Job Satisfaction	0,935	0,934
Teacher Performance	0,980	0,979

Source: Smart PLS, 2025

In table 3, there is an R square value in both dependent variables for the job satisfaction variable, there is an R square value of 0.974, meaning that the influence of competence is 0.935 or 93.5%, the rest is in other variables outside the model. The R square value of teacher performance is 0.980, meaning that competence and job satisfaction are 0.980 or 98%, the rest is in other variables outside the model.

B. Structural Model Testing (Inner Model)

1) Testing Hypothesis

a) Direct Influence Between Variables

The direct influence between variables can be seen in the value of *path coefficients*. The results of the data processing show the value of direct influence can be seen in the following table.

TABLE IV. *PATH COEFFICIENTS* (DIRECT INFLUENCE)

	Original Sample	T Statistics	P Values	Conclusion
Competence -> Teacher Performance	0,542	4,810	0,000	Accepted
Competence -> Job satisfaction	0,967	97,642	0,000	Accepted
Job satisfaction -> Teacher Performance	0,456	4,040	0,000	Accepted

Source: PLS Smart Output, 2025

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

1. Competency has a positive and significant effect on teacher performance with a t-statistical value of 4.810 above 1.96 and a significance of 0.000 below 0.05, meaning that competence has a positive and significant effect on teacher performance because the significance value is below 0.05. The results of this study are in line with the results of previous research, namely competence has a positive and significant effect on teacher performance at Madrasah Tsanawiyah and Aliyah Alwasliyah in Binjai city (Supriadi & Mesra, 2023).
2. Competency has a positive and significant effect on job satisfaction with a t-statistical value of 97.642 above 1.96 and a significance of 0.000 below 0.05, meaning that competence has a positive and significant effect on job satisfaction because the significance value is above 0.05. This research is in line with research that states that competence has a positive and significant effect on job satisfaction (Hajiali, 2022).
3. Job satisfaction has a positive and significant effect on teacher performance with a t-statistical value of 4.040 above 1.96 and a significance of 0.006 below 0.05, meaning that job satisfaction has a positive and significant effect on teacher performance because the significance value is below 0.05. The results of this study are in accordance with the results of previous research, namely that job satisfaction has a positive and significant effect on teacher performance (Sahito & Vaisanen, 2020).

2) Indirect Influence Between Variables

The indirect influence between variables can be seen in the value *of specific indirect effects*. The results of data processing show the value of indirect influence can be seen in Table 5 below.

Table 5. *Specific Indirect Effects*

	Original Sample	T Statistics	P Values	Conclusion
Competence -> Job satisfaction -> Teacher Performance	0,441	4,014	0,000	Accepted

Source: Smart PLS, 2025

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

Competency has a positive and significant effect on teacher performance through job satisfaction with a t-statistical value of 4.014 below 1.96 and a significance value of 0.000 above 0.05, meaning that job satisfaction plays a role as an intervening variable between competence and teacher performance.

V. CONCLUSION

1. Competence has a positive and significant effect on teacher performance at SMA Negeri 1 Timang Gajah, Bener Meriah Regency.
2. Competence has a positive and significant effect on job satisfaction at SMA Negeri 1 Timang Gajah, Bener Meriah Regency.
3. Job satisfaction has a positive and significant effect on teacher performance at SMA Negeri 1 Timang Gajah, Bener Meriah Regency.
4. Competency has a positive and significant effect on teacher performance through job satisfaction at SMA Negeri 1 Timang Gajah, Bener Meriah Regency.

VI. SUGGESTION

1. In the competency variable, it turns out that the indicator that has the lowest score is the statement "I have high motivation to continue to improve my performance". Schools need to design a consistent reward and recognition program to increase teacher motivation to continue to improve their performance.
2. Job satisfaction with the statement "I am satisfied with the salary and benefits I currently receive". Schools and local governments need to re-evaluate teacher welfare policies, especially related to salaries and allowances, in order to increase job satisfaction.
3. Teacher performance with the statement "I was able to complete many tasks in the specified time (quantity of work)". The school needs to adjust the workload and provide time management assistance so that teachers can increase the quantity of work according to the set targets.

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