

The Role of Job Satisfaction as a Mediator: Exploring the Impact of Communication Quality and Principal Conflict Management on Teacher Performance

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ABSTRACT

Keywords:

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Teacher Performance.

Indonesian teachers' current performance is still not optimal and professional in their educator duties. The quality of students depends on the teacher's performance in teaching. The study aimed to analyze and test the effect of communication quality and principal conflict management on the performance of MI teachers in Trenggalek Regency, with job satisfaction as an intervening variable. Explanatory research is a type of research used with a quantitative approach and data collection methods using survey methods. Types of research using explanatory research types survey methods by giving questionnaires to 132 teachers as respondents. The SEM-PLS method is used in data analysis and testing with the help of the SmartPLS 3 application program. The findings showed that the quality of communication, conflict management, and job satisfaction partially affected teacher performance. It was also found that job satisfaction mediates the partial influence of communication quality and conflict management on teacher performance. This finding shows the critical role of school principals in paying attention to teachers' job satisfaction and performance at school, both in delivering quality information and conflict management.

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INTRODUCTION

School principals are fully responsible for managing and empowering teachers to improve their ability to work and create because they are the ones who most often deal with students in learning activities (Ulfa et al., 2021). Teachers are one of the humanistic components in the learning and teaching process activities, which also play a role in forming potential human resources in the field of national development (Sardiman, 2016). In essence, teachers transfer knowledge and play a role in education by carrying out activities to transfer values and mentors who guide and direct those educated (Nilasari et al., 2020).

Quality teachers can be seen by their performance at school (Oktarina et al., 2020) and work behavior (Supendi, 2021). Teachers need good and high performance because high performance proves that the achievement of the targets that have been given is getting better (Taromi et al., 2019), which has an impact on the quality of students; in this case, students are also getting better, where they are an important asset. Owned by the nation (Suprastiyo et al., 2022). As attached in PERMENDIKBUD No. 22 of 2016 concerning process standards in primary and secondary education, which states that the learning process for educational units is carried out in an interactive, inspiring, challenging, and fun manner, students are motivated to participate actively, providing enough space for the initiative, creativity, independently according to student's interests, talents, physical and psychological development (Diana et al., 2020).

The reality shows that one of the characteristics of education in Indonesia experiencing a crisis is the inability of teachers to demonstrate professional, optimal, and adequate performance (Nugroho, 2019), which is visible in teachers' weaknesses related to performance problems in carrying out their professional duties as educational staff (Satria dan Akbar, 2018). Incompetent teacher performance, if left without follow-up, will result in the quality of the Indonesian nation's education declining, impacting the quality of the nation's next generation of graduates (A'ni & Islam, 2019). This is proven that there are 17 Muhammadiyah Elementary Schools (SD) / *Madrasah Ibtidaiyah* (MI) in Trenggalek Regency. There is only one SD/MI school, the leading school in Trenggalek Regency, and the rest are only complementary or lacking students.

According to Ulfa et al. (2021) and Danim (2008), two factors influence improving teacher performance, namely factors from within the teacher himself (internal factors) such as motivation, commitment, self-confidence, responsibility, work discipline, and teacher job satisfaction and factors from outside the teacher's self (external factors) such as the principal's leadership, which includes the principal's communication skills and the principal's management skills, which includes the principal's conflict management abilities. Teacher performance in the process of carrying out their duties and responsibilities is influenced by good communication quality (Prayogi et al., 2019), conflict management skills (Eriyanti et al., 2021), and the teacher's job satisfaction (Harefa et al., 2021).

Education through the process of carrying out its duties and responsibilities carried out by principals, teachers, employees, and students requires good communication to achieve goals and avoid miscommunication *or* errors in conveying information, both between principals and teachers, teachers and fellow teachers, or teachers towards their students (Tannady et al., 2022). Communication is also closely related to teacher job satisfaction because everything depends on a person's ability to communicate information, receive that information, and then provide *feedback* on the information they have received (Putra & Sinambela, 2021).

The phenomenon in the field that occurs, in reality, is that the relationship between school principals and teachers and teachers and each other revolves more around administrative and bureaucratic communication relationships so that the academic atmosphere and professionalism

among teachers are not encouraged and developed (Ulfa et al., 2021) (Ulfa et al., 2021). There is an authoritarian attitude between school principals and teachers as well as teachers and their students, especially when there are long-standing differences of opinion between them, which always results in less-than-optimal teacher performance (Ulfa et al., 2021). As a result, teachers only treat learning activities as routine work without prioritizing quality and achieving learning goals.

Apart from communication, school principals are also required to play a role in helping conflict management for those they lead, such as teachers, employees, and students, to maintain continued cooperation in work and harmony (Eriyanti et al., 2021). Every member of a group at school, be it teachers or students, must interact with each other, which occasionally tends to trigger conflict. This happens because each organization member, in this case, the school members, has a different character, goals, vision, mission, and style (Nurhayati, 2021).

The level of conflict in an organization needs to be managed, which is usually called conflict management (Murni, 2018). Conflict that is at a level that is too high or too low has an effect that can hamper the performance or effectiveness of organizational members, which will automatically cause a decrease in the level of satisfaction of organizational members, which will also directly affect decreasing performance (Anjaswuri, 2019). The conflict at an optimal level will stimulate increased creativity and significant changes in motivation, the effect of which is increased job satisfaction, performance, and productivity (Avsah & Qowi, 2021).

As an organization, schools need leaders who pay attention to teacher satisfaction because teachers with high job satisfaction will work with high enthusiasm, directly impacting high performance (Kartini et al., 2020). This is because job satisfaction is closely related to employees' attitudes toward their work; the more employees feel job satisfaction, the more positive their attitude toward work will be, and vice versa (Sofyan et al., 2020). For teachers, job satisfaction is vital in supporting their performance because most of their time is spent at work (Hidayat & Lukito, 2020).

Several previous studies that support this research include research conducted by Nilasari et al. (2020), Eriyanti et al. (2021), and Efriyanti et al. (2021) found that the quality of communication and conflict management (Andanan, 2018; Eriyanti et al., 2021; Nugroho, 2019), and teacher job satisfaction (Ratna Sari et al., 2022; Siregar et al., 2022; Sofyan et al., 2020) has a significant effect on teacher performance. The quality of communication (Chudaifah, 2020; Putra & Sinambela, 2021; Sari & Susanti, 2020) and the principal's conflict management (Anjaswuri, 2019; Avsah & Qowi, 2021; Lucia et al., 2015) also have a significant effect on teacher job satisfaction. Job satisfaction can mediate the influence of the quality of the principal's communication (Arianto & Septiani, 2021; Estiningsih, 2018; Rokib & Santoso, 2018) and the principal's conflict management (Irfad et al., 2021; Laura, 2019; Sofiyanti, 2022) on teacher performance.

In contrast to previous research, research conducted by Tannady et al. (2022) has research results that show that communication variables do not have a significant effect on teacher performance. Research conducted by Nurhayati (2023) on conflict management and its influence on teacher performance also had insignificant results. Regarding the influence of teacher job satisfaction on their performance, several studies from Weliyanto (2020), Ratnasari et al. (2021), and Wote & Patalatu (2019) also found different results from previous studies by finding that teacher job satisfaction had an insignificant effect on their performance.

Anandita et al. (2021) and Aida (2021), through their research regarding the influence of communication on teacher job satisfaction, also found insignificant results. Through their

research results, Safitri (2021) and Purnomo (2022) confirm that job satisfaction cannot mediate the influence of communication on teacher performance through job satisfaction. Through their research results, Kuncoro et al. (2018) also confirmed that job satisfaction could not mediate the effect of conflict management on teacher performance through job satisfaction.

Based on the background of the problem and the research gaps found in several of the research results above, researchers are interested in conducting research titled "The Role of Job Satisfaction as a Mediator: Exploring the Impact of Communication Quality and Principal Conflict Management on Teacher Performance". The research aimed to analyze and test the influence of the quality of communication and conflict management of school principals on the performance of elementary/MI teachers throughout Trenggalek Regency, with job satisfaction as an intervening variable.

LITERATURE REVIEW

Communication within an organization is defined as how much information will be shared by the organization and between members of the organization related to their work tasks (Pace & Faules, 2010). Communication is the process of human statements expressed through thoughts or feelings expressed to other people through language as a channel (Naim, 2011). Muhammad (2004) states that communication aims to find oneself, change behavior and attitudes, play and have fun, and help psychiatrists. According to Adler et al. (2006), communication measurement dimensions consist of several items: top-down, bottom-up, horizontal, and diagonal.

Good communication also helps teachers improve work performance and productivity and build good (Tannady et al., 2022) by creating a dynamic and conducive atmosphere at work (Ulfa et al., 2021). Several previous studies that support this research include research conducted by Nilasari et al. (2020), Eriyanti et al. (2021), and Efriyanti et al. (2021) found that the quality of communication has a positive and significant effect on teacher performance.

H1: The quality of the principal's communication has a significant effect on teacher performance

Conflict management is a process in the form of actions and reactions faced by conflict actors in a rational and balanced manner to control the situation and conditions of disputes between several parties (Wahyudi, 2017). Conflict management can also be referred to as a strategy carried out by organizations and employees collaborating to identify and manage differences by reducing the risk of conflict and utilizing conflict as one of the many sources of innovation and improvement for the organization (Wirawan, 2009). Sunardi (2009) quoted a statement from Fred R. David, who stated that there are three approaches to managing conflict: avoidance, Definition, and Confrontation. According to Wahyudi (2017), several indicators used in conflict management are Stimulating Conflict, Reducing or Reducing Conflict, and Carrying out Resolution.

Conflict triggers anger, which directly influences a person's work activities. Directly for schools if this happens to school members, it will automatically disrupt productivity and performance because someone in conflict will indirectly make intentional mistakes (Andanan, 2018). Research results also state that principal conflict management significantly affects teacher performance (Andanan, 2018; Eriyanti et al., 2021; Nugroho, 2019).

H2: The principal's conflict management has a significant effect on teacher performance

Job satisfaction is a positive attitude of workers towards their work. It arises based on an assessment of individual work situations so that each individual feels a different level of satisfaction according to the value system that applies within them (Rivai, 2015). The higher an

individual's assessment of their wants, the higher their satisfaction. Luthans (2005) added that five factors influence job satisfaction: the work itself, pay, promotion opportunities, supervision, and coworkers. The job satisfaction indicators that Hasibuan (2016) explains are Providing adequate and fair service remuneration. Placement of work in the correct position according to their skills, The severity of the work, The work environment and atmosphere, Equipment that supports the implementation of the work, The attitude of the leader in his leadership, Whether the nature of the work is monotonous or not.

As an organization, schools need leaders who pay attention to teacher satisfaction because teachers with high job satisfaction will work with high enthusiasm, directly impacting high performance (Kartini *et al.*, 2020). Communication is also very closely related to teacher job satisfaction because everything depends on a person's ability to communicate information, receive that information, and then provide feedback on the information that has been received (Putra & Sinambela, 2021). Conflict that is at a level that is too high or too low has an effect that can hamper the performance or effectiveness of organizational members, which will automatically cause a decrease in the level of satisfaction of organizational members, which will also directly affect decreasing performance (Anjaswuri, 2019).

H3: Teacher job satisfaction has a significant effect on teacher performance

H4: The quality of the principal's communication has a significant effect on teacher job satisfaction

H5: The principal's conflict management has a significant effect on teacher job satisfaction

Teacher performance is defined as the level of success of teachers in carrying out their duties in education by the authority and responsibility given, referring to performance standards previously determined during a specific period in achieving these goals (Frediyanto, 2001). Sedarmayanti (Supardi, 2016) states that there are factors that influence teacher performance, such as Mental Attitude (Motivation, Discipline, Ethics, and Job Satisfaction), Education, Skills, Leadership Management (Communication, Conflict Management, etc.), Income, Health and Salaries, Social Security Benefits, Work Climate, Facilities and Infrastructure, Technology, and Opportunities for Achievement

The Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies (PERMENDIKNAS, 2007) shows various competencies that teachers must have as well as indicators for assessing teacher performance, including Pedagogical Competency, Personality Competency, Social Competency, Professional Competency. High job satisfaction indicates that the school has been effectively managed well. It shows the conformity of teacher expectations with the rewards the organization has given them (Fatah & Ilyas, 2021). School principals are fully responsible for managing and empowering teachers to improve their ability to work and create because they are the ones who most often deal with students in learning activities (Ulfa *et al.*, 2021).

H6: The quality of the principal's communication has a significant effect on teacher performance through teacher job satisfaction as a mediator

H7: The principal's conflict management has a significant effect on teacher performance through teacher job satisfaction as a mediator

Figure 1 below is the research framework, followed by the hypotheses prepared and used in this research.



Figure 1. Research Framework

RESEARCH METHOD

This research will be conducted in all Muhammadiyah Elementary Schools (SD) or Madrasah Ibtidaiyah (MI) in Trenggaleng Regency, East Java. This research uses explanatory and survey methods and a quantitative approach. The population used in this research were all 197 Muhammadiyah Elementary School (SD) or Madrasah Ibtidaiyah (MI) teachers in Trenggalek Regency, East Java. The probability sampling method was used as the sample in the research (Arikunto, 2006). Then, calculate the sample size using the Slovin technique because, in sampling, the number must be representative so that the total sample of respondents in this study is 132 people.

This research uses data with the type of primary data obtained by collecting directly from data sources using a questionnaire (questionnaire), which is then classified by a value system on a Likert basis. Variable measurement instruments used in quantitative research must meet the requirements and have been tested for validity and reliability on 132 samples.

The assumption requirements are more flexible and can be used by all types of data scales, making this research use SEM-PLS (Structural Equation Models-Partial Least Square) analysis with the help of the SmartPLS 3 application program. The research objectives explained in the previous section are to predict and explain the relationship between communication quality, conflict management, job satisfaction, and teacher performance.

RESULT AND DISCUSSION

Structural Equation Model-Partial Least Square (SEM-PLS) model analysis consists of three forms: outer model analysis, inner model analysis, and hypothesis testing. The results are obtained in Table 9 if the Convergent Validity Test results show that the outer loading value on the Y22 indicator is smaller than 0.05. It is said to be invalid for carrying out measurements and must be eliminated to get a good validity value. Measurement *output in the Convergent Validity Test* with benchmark *outer loading values* presented in Table 1 below:

Table 1. Convergent Validity Test Results

Variable	Dimensions		Outer Loading		Information
			Beginning	After Elimination	
Communication Quality (X1)	Top Down Communication	X1.1	0.673	0.690	Valid
		X1.2	0.650	0.656	Valid

Variable	Dimensions	Outer Loading		Information		
		Beginning	After Elimination			
Conflict Management (X2)	Bottom Up Communication	X1.3	0.721	0.723	Valid	
		X1.4	0.729	0.730	Valid	
		X1.5	0.673	0.692	Valid	
		X1.6	0.749	0.756	Valid	
		X1.7	0.813	0.830	Valid	
		X1.8	0.737	0.742	Valid	
	Horizontal Communication	X1.9	0.712	0.723	Valid	
		X1.10	0.727	0.744	Valid	
		X1.11	0.577	0.575	Valid	
		X1.12	0.599	0.563	Valid	
	Diagonal Communication	X1.13	0.678	0.668	Valid	
		X1.14	0.714	0.682	Valid	
	Conflict Management (X2)	Stimulating Conflict	X2.1	0.623	0.622	Valid
			X2.2	0.630	0.628	Valid
X2.3			0.539	0.536	Valid	
X2.4			0.734	0.733	Valid	
X2.5			0.778	0.777	Valid	
X2.6			0.738	0.737	Valid	
X2.7			0.759	0.760	Valid	
X2.8			0.765	0.766	Valid	
Reducing Conflict		X2.9	0.749	0.749	Valid	
		X2.10	0.785	0.786	Valid	
		X2.11	0.740	0.742	Valid	
		X2.12	0.804	0.806	Valid	
		X2.13	0.731	0.731	Valid	
		X2.14	0.787	0.787	Valid	
Making Resolutions	X2.15	0.793	0.794	Valid		
	X2.16	0.754	0.755	Valid		
	X2.17	0.736	0.736	Valid		
	X2.18	0.663	0.664	Valid		
	X2.19	0.720	0.719	Valid		
	X2.20	0.679	0.679	Valid		
Job Satisfaction (Z)	Decent and Fair Reward for Services	Z1	0.655	0.648	Valid	
		Z2	0.660	0.651	Valid	
	Appropriate Job Placement and Skills Suitable	Z3	0.714	0.707	Valid	
		Z4	0.676	0.689	Valid	
	The severity of the work	Z5	0.662	0.665	Valid	
		Z6	0.720	0.717	Valid	
	Work Environment and Atmosphere	Z7	0.730	0.727	Valid	
		Z8	0.704	0.720	Valid	
	Supporting Equipment	Z9	0.735	0.737	Valid	
		Z10	0.819	0.828	Valid	
	Leader Attitude	Z11	0.732	0.733	Valid	
		Z12	0.671	0.678	Valid	
	Monotony or Not	Z13	0.727	0.720	Valid	
		Z14	0.518	0.841	Valid	
Teacher Performance (Y)	Pedagogical Competence	Y1	0.646	0.655	Valid	
		Y2	0.623	0.625	Valid	
		Y3	0.698	0.698	Valid	
		Y4	0.637	0.640	Valid	

Variable	Dimensions	Outer Loading		Information	
		Beginning	After Elimination		
		Y5	0.640	0.630	Valid
		Y6	0.538	0.538	Valid
		Y7	0.756	0.758	Valid
		Y8	0.785	0.785	Valid
		Y9	0.762	0.750	Valid
		Y10	0.759	0.761	Valid
		Y11	0.705	0.701	Valid
		Y12	0.745	0.762	Valid
	Personality Competencies	Y13	0.581	0.578	Valid
		Y14	0.696	0.692	Valid
		Y15	0.713	0.722	Valid
		Y16	0.758	0.773	Valid
		Y17	0.611	0.612	Valid
		Y18	0.763	0.764	Valid
	Social Competence	Y19	0.794	0.806	Valid
		Y20	0.735	0.752	Valid
		Y21	0.735	0.740	Valid
		Y22	0.260	Elimination	Invalid
		Y23	0.572	0.552	Valid
		Y24	0.552	0.550	Valid
		Y25	0.608	0.580	Valid
	Professional Competency	Y26	0.505	0.501	Valid
		Y27	0.627	0.616	Valid
		Y28	0.794	0.805	Valid
		Y29	0.762	0.776	Valid
		Y30	0.762	0.765	Valid

Source: SEM-PLS Test Results, 2023

Table 1 above shows that each variable's measurement dimensions of the principal's communication quality, conflict management, teacher job satisfaction, and teacher performance are valid and can be used to measure the variables. Convergent validity is also measured by looking at the value of the Average Variance Extracted (AVE) variable. The results of the AVE values are shown in the following table 2:

Table 2. Result of AVE Value

Variable	Average Variance Extracted	Information
Communication Quality (X1)	0.504	Valid
Conflict Management (X2)	0.531	Valid
Job Satisfaction (Z)	0.507	Valid
Teacher Performance (Y)	0.501	Valid

Source: SEM-PLS Test Results, 2023

From the outer loading analysis results in Table 1 above, all items have an outer loading value of > 0.5 ; in Table 2, the AVE value has shown an AVE value of > 0.5 . The following are the Cronbach's alpha and composite reliability values used in the reliability test using the composite reliability test.

Table 3. Composite Reliability Test Results

Variable	Cronbach's Alpha	Composite Reliability	Information
Communication Quality (X1)	0.917	0.929	Reliable
Conflict Management (X2)	0.953	0.957	Reliable
Job Satisfaction (Z)	0.918	0.930	Reliable
Teacher Performance (Y)	0.959	0.963	Reliable

Source: SEM-PLS Test Results, 2023

Based on the measurement results in Table 3, the results show that the composite reliability and Cronbach's alpha values for each variable have a value of ≥ 0.6 , which indicates that each research variable has a good reliability value and is reliable for use in continuing research measurements. This result shows the validity and reliability of all variables that have been qualified.

Inner or structural model analysis tests the ability to interconnect latent constructs. The R-squared test or coefficient of determination is used to measure the ability of the dependent variable to explain its influence on the dependent variable, along with the strengths or weaknesses of the research model used. The results of the R-square test or research coefficient of determination can be seen in Table 4 below:

Table 4. Coefficient of Determination Test Results (R^2)

Variable	R-Square
Teacher Performance (Y)	0.969
Job Satisfaction (Z)	0.951

Source: SEM-PLS Test Results, 2023

Based on Table 13, the R-squared value or coefficient of determination for the teacher performance variable is 0.969, or the equivalent of 96.9%. This shows that the construct of teacher performance can be explained by principal communication quality, principal conflict management, and teacher job satisfaction of 96.9%; the remaining 3.1% is explained by other variables not used in the research.

R-square output for the teacher job satisfaction variable is 0.951, equivalent to 95.1%. This shows that the teacher job satisfaction construct can be explained by the principal's communication quality and conflict management variables at 95.1%. The difference in the total value is 4.9% in other constructs not used in this study.

The Square or Goodness of Fit test, or what can also be called the total coefficient of determination, is used to measure the level of good or bad research carried out for its impact on the model used in the research. Q-Square or Goodness of fit, which can also be called the total coefficient of determination, is obtained using the formula:

$$Q^2 = 1 - (1 - R^2_1) (1 - R^2_2)$$

Where: Q^2 = Total Determination Coefficient, R^2 = Coefficient of Determination

The calculation results based on the formula above are:

$$Q^2 = 1 - (1 - 0.969) (1 - 0.951) = 1 - (0,031) (0,049) = 1 - 0,001519 = 0,9984$$

Based on the calculation results, it was found that the Q-Square value in explaining the relationship between the two latent constructs in the research model was 0.9984 or 99.84% of its contribution to the research through both direct and indirect influence. Other variables outside the research conducted explain the remaining 0.0016 or 0.16%.

Seven hypothesis items have been formulated in this research, which were then analyzed and measured using tools, namely the SmartPLS 3 application program, which resulted in a model

that was declared fit for the research carried out. Direct impact test output The two constructs used in the research (Y and Z) can be seen in Table 5 below:

Table 5. Direct Effect Test Results

Hypothesis	Path Coefficient	T-statistics	P-value	Information
Communication Quality → Teacher Performance	0.347	5,347	0,000	Hypothesis Accepted
Conflict Management → Teacher Performance	0.991	41,636	0,000	Hypothesis Accepted
Job Satisfaction → Teacher Performance	0.343	5.102	0,000	Hypothesis Accepted
Communication Quality → Job Satisfaction	0.849	29,451	0,000	Hypothesis Accepted
Conflict Management → Job Satisfaction	0.156	4,518	0,000	Hypothesis Accepted

Source: SEM-PLS Test Results, 2023

Output from analysis and calculation of the first hypothesis found that the path coefficient value was 0.347, the T-statistic value was 5.347, and the P-value was 0.000. The conclusion is that the quality of the principal's communication positively and significantly affects teacher performance. The second hypothesis tests the influence of principal conflict management on teacher performance. The results of analysis and calculations found that the path coefficient value was 0.991, the T-statistic value was 41.636, and the P-value was 0.000. The conclusion is that the principal's conflict management positively and significantly affects teacher performance.

The analysis and calculation of the third hypothesis found that the path coefficient value was 0.343, the T-statistic value was 5.102, and the P-value was 0.000. The conclusion is that job satisfaction positively and significantly influences teacher performance. The analysis and calculation of the fourth hypothesis found that the path coefficient value was 0.849, the T-statistic value was 29.451, and the P-value was 0.000. The conclusion is that the quality of the principal's communication positively and significantly affects teacher job satisfaction. The fifth hypothesis, with the results of analysis and calculations, found that the path coefficient value was 0.156, the T-statistic value was 4.518, and the P-value was 0.000. The results obtained from the principal's conflict management positively and significantly influence teacher job satisfaction.

The results of testing the hypothesis of indirect influence on the two mediating variables can be seen in Table 6 below:

Table 6. Indirect Effect Test Results

Hypothesis	Path Coefficient	T-statistics	P-value	Information
Communication Quality → Job Satisfaction → Teacher Performance	0.291	4,901	0,000	Hypothesis Accepted
Conflict Management → Job Satisfaction → Teacher Performance	0.053	3,472	0.001	Hypothesis Accepted

Source: SEM-PLS Test Results, 2023

The analysis and calculation of the sixth hypothesis found that the path coefficient value was 0.291, the T-statistic value was 4.901, and the P-value was 0.000. In conclusion, the quality of the principal's communication positively and significantly affects teacher performance through teacher job satisfaction. In the seventh hypothesis, the results of analysis and calculations found that the path coefficient value was 0.053, the T-statistic value was 4.472, and the P-value was

0.001. The conclusion is that the principal's conflict management positively and significantly affects teacher performance through teacher job satisfaction.

Based on the findings of direct hypothesis testing regarding the impact of the principal's communication quality on teacher performance, the result is that the quality of the principal's communication has a positive and significant effect on teacher performance. This means that the better the communication patterns carried out by the school principal, the teacher performance will increase significantly. Someone who carries out their duties and works with effective communication will become a reliable communicator who can build a network of good relationships with leaders, coworkers, and even with their subordinates, which for both parties will be mutually beneficial (Satria & Akbar, 2018) (Satria & Akbar, 2018). Good communication also helps teachers improve work performance and productivity and build good (Tannady *et al.*, 2022) by creating a dynamic and conducive atmosphere at work (Ulfa *et al.*, 2021).

Based on direct hypothesis testing results about the effect of principal conflict management on teacher performance, the result is that principal conflict management has a positive and significant effect on teacher performance. This means that the better the principal manages conflicts between school members that occur at school, the more significantly the teacher's performance will increase. Conflict triggers anger, which directly influences a person's work activities. Directly for schools if this happens to school members, it will automatically disrupt productivity and performance because someone in conflict will indirectly make intentional mistakes (Andanan, 2018). Managing conflict requires openness, patience, and awareness for all parties. Good conflict management is also essential. If school principals and teachers manage minimal conflict for themselves, their performance will be better and more focused, and the environment will become more conducive (Eriyanti *et al.*, 2021).

The results of hypothesis testing regarding the influence of teacher job satisfaction on teacher performance showed that teacher job satisfaction had a positive and significant effect on teacher performance. This shows that teachers who are satisfied with the remuneration provided by the school to them will also improve their performance significantly. As an organization, schools need leaders who pay attention to teacher satisfaction because teachers with high job satisfaction will work with high enthusiasm, directly impacting high performance (Kartini *et al.*, 2020). This is because job satisfaction is closely related to employees' attitudes toward their work; the more employees feel job satisfaction, the more positive their attitude toward work will be, and vice versa (Sofyan *et al.*, 2020). For teachers, job satisfaction is vital in supporting their performance because most of their time is spent at work (Hidayat & Lukito, 2020).

Direct hypothesis testing on the influence of the principal's communication on teacher job satisfaction resulted in the result that the quality of the principal's communication had a positive and significant effect on teacher job satisfaction. This shows that a principal with good communication will make teachers feel significant satisfaction. Communication is also very closely related to teacher job satisfaction because everything depends on a person's ability to communicate information, receive that information, and then provide feedback on the information that has been received (Putra & Sinambela, 2021). The purpose of the communication determines how the teacher wants to achieve, which will automatically influence their job satisfaction (Ritonga, 2020). If leaders are willing to heed and respect the opinions and performance of their subordinates, job satisfaction will be readily obtained (Sari & Susanti, 2020). Teaching staff satisfaction is owned and created because of good communication within the institution (Fazaudin, 2021).

The direct influence of principal conflict management on teacher job satisfaction obtained positive and significant results. This indicates that a school principal capable of managing conflicts between school members in the school environment makes teachers feel significant satisfaction. The level of conflict in an organization needs to be managed, which is usually called conflict management (Murni, 2018). Conflict that is at a level that is too high or too low has an effect that can hamper the performance or effectiveness of organizational members, which will automatically cause a decrease in the level of satisfaction of organizational members, which will also directly affect decreasing performance (Anjaswuri, 2019). The conflict at an optimal level will stimulate increased creativity and significant changes in motivation, the effect of which is increased job satisfaction, performance, and productivity (Avsah & Qowi, 2021).

The results of indirect hypothesis testing regarding the influence of the principal's communication quality on teacher performance through teacher job satisfaction as a mediator showed that teacher job satisfaction could mediate the influence of the principal's communication quality on teacher performance positively and significantly. This shows that the excellent quality of the principal's communication will significantly improve the performance of teachers who previously felt job satisfaction. High job satisfaction indicates that the school has been effectively managed well. It shows the conformity of teacher expectations with the rewards the organization has given them (Fatah & Ilyas, 2021). Teachers who experience satisfaction at work will experience positive behavioral changes to create an educational atmosphere, grow students' self-confidence, encourage student progress, and further strengthen teachers' mentality in dealing with student problems (Musyarofah et al., 2021).

The results of indirect hypothesis testing regarding the influence of principal conflict management on teacher performance through teacher job satisfaction as a mediator showed that teacher job satisfaction could mediate the influence of principal conflict management on teacher performance positively and significantly. This shows that school principals with good conflict management will significantly improve teachers' performance who previously felt job satisfaction. As the highest leader in a school, the principal is very influential and determines the school's progress, so he must have administrative skills, high commitment, and flexibility in carrying out his duties (Syafrian, 2021). All policies and programs created must be able to strive to improve teacher performance through capacity-building programs for educational staff. School principals are fully responsible for managing and empowering teachers to improve their ability to work and create because they are the ones who most often deal with students in learning activities (Ulfa et al., 2021).

CONCLUSION

Based on the analysis, calculations, and discussions carried out previously, it can be concluded that the quality of the principal's communication, the principal's conflict management, and teacher job satisfaction have a positive and significant effect on teacher performance. The quality of the principal's communication and conflict management positively and significantly affects teacher job satisfaction. Teacher job satisfaction can mediate the influence of the principal's communication quality and conflict management on teacher performance positively and significantly.

Theoretically, teachers need excellent and high performance because high performance proves that the achievement of the targets that have been given is getting better. Incompetent teacher performance, if left without follow-up, will impact the quality of the nation's education.

Through its duties and responsibilities carried out by principals, teachers, employees, and students, education requires good communication to achieve goals and avoid miscommunication or errors in conveying information between principals and teachers, teachers and fellow teachers, or teachers towards their students.

For organizations, conflict at a level that is too high or too low has an effect that can hamper the performance or effectiveness of organizational members, which will automatically cause a decrease in the level of satisfaction of organizational members, which will also directly have the effect of decreasing performance. As an organization, schools need leaders who pay attention to teacher satisfaction because teachers with high job satisfaction will work with high enthusiasm, directly impacting high performance. Future researchers are expected to continually conduct research updates with the addition of different research variables (such as work discipline, work environment, emotional intelligence, competence, work stress, and others) to obtain developments from previously conducted research, as well as additional insights for future research that is better and better than before.

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