



RESEARCH ARTICLE

The Effect of Principal Leadership Style, Interpersonal Communication, and Infrastructure Management on Job Satisfaction and Performance of Elementary School Teachers in Kendari City

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ARTICLE INFO	ABSTRACT
Received: Jan 16, 2026	<p>The purpose of this study is to examine the influence of the principal's leadership style, interpersonal communication, infrastructure management on job satisfaction and performance of elementary school teachers in Kendari City, as well as the role of teacher job satisfaction in mediating the influence of leadership style, interpersonal communication, and infrastructure management on the performance of elementary school teachers in Kendari City. The research sample consisted of 155 teachers, consisting of 39 male teachers and 116 female teachers, with proportional random sampling used. The results of the hypothesis test showed that the influence of the principal's leadership style, interpersonal communication, and infrastructure management had a positive and significant effect on teacher job satisfaction. The principal's leadership style and infrastructure management had a positive and significant effect on teacher performance. Meanwhile, interpersonal communication had a positive but insignificant effect on teacher performance. Job satisfaction was not significant in mediating the influence of the principal's leadership style, interpersonal communication, and infrastructure management on the performance of elementary school teachers in Kendari City.</p>
Accepted: Mar 4, 2026	
Keywords	
Principal Leadership Style Interpersonal Communication Infrastructure Management Job Satisfaction Performance	
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1. INTRODUCTION

Elementary School (SD) is known as the basic level of formal education in Indonesia. It lasts six years, from Grade I to Grade VI. SD aims to provide basic knowledge, religious knowledge, and skills. It serves as a valuable tool for developing students' lives as individuals, members of society, and citizens appropriate to their developmental level. It also prepares them for junior high school and/or provides them with the necessary skills to navigate life in society.

Education needs to be organized and directed towards achieving the five pillars of knowledge, namely: (1) learning to believe and be pious to God Almighty; (2) learning to know; (3) learning to do; (4) learning to live together; and (5) learning to be. In line with this, Elementary Schools as educational organizations really need educators (teachers) who can work professionally. (Regulation of the Minister of State for Empowerment of State Apparatus and Bureaucratic Reform Number 16 of 2009; Madaniyah, et al., 2016; Oktarina, Makhdalena, and Caska, 2020).

To advance education, many influencing factors, such as principal leadership, interpersonal communication, school infrastructure management. These variables will synergize to build teacher performance. Principal leadership has an important role to build a situation in the school so that all components can synergize to build good performance. (Nurmasyitah et al., 2015a; Aguswara & Rachmadtullah, 2017; Bayu and Nurul 2018; Mahfud, 2020. Several previous research results that have been conducted show a positive and significant influence between the principal's leadership style and teacher performance, including Juniarti (2020); Mawaddah et al. (2020); Pratiwi, (2013); Tetuko, (2012); Werang (2014); Vinal (2020).

All of these variables constantly interact, both between the principal and teachers, between teachers, staff, students, and the environment. Interpersonal communication, especially between the principal and teachers, is essential for creating a comfortable atmosphere that will result in adequate teacher satisfaction and performance (Eriyanti, Arafat, and Eddy, 2021; Diana et al., 2020; Kartini et al., 2020; Oktarina et al., 2020; Ruslan et al., 2020; Ngalimun, 2017; Suciati, 2015; Budyatna, 2011). Conversely, if the communication process in schools is not good, it can lead to authoritarian attitudes and will impact poor teacher performance (Vinal et al., 2020).

Educational infrastructure is the next most important factor in increasing the efficiency of the learning process (Mawaddah, et al., 2020). Educational infrastructure is all basic equipment that indirectly supports the implementation of the educational process in schools, while educational facilities are all equipment, materials, and furniture that are directly used in the learning process (Minister of National Education Regulation Number 24 of 2007; Sutansyah, 2019; Kartini et al., 2020; Mawaddah et al. 2020; Rezki, 2021).

Teacher job satisfaction and performance are inextricably linked to the availability of school facilities and infrastructure (Ferguson, Frost, and Hall 2012). Teacher performance is influenced by the level of teacher satisfaction experienced during the educational process. Schools are a place for learning and instruction, where the educational process takes place. The quality of teacher performance is crucial to providing educational services in accordance with established standards (Zainuddin et al., 2021; Mulyono in Iskandar, 2013).

Studies on the significant influence between teacher interpersonal communication and teacher performance are shown by the research results of Eriyanti et al. (2021); Oktarina et al. (2020); Vinal et al. (2020). Research on the significant influence of educational facilities and infrastructure management on teacher job satisfaction and performance has been conducted by Mawaddah (2021); Werang (2014); Kristivan (2013); Sutansyah (2019). Research showing the influence of job satisfaction on teacher performance has been conducted by Widayati et al. (2020); Kumala (2018); Tetuka (2012); Sari (2013); Zakaria (2014); Juliejatingsih (2012); Liana (2012); Iqbal et al., (2016).

Previous research gaps have examined the relationships and influences, both partially and directly, on research variables, including principal leadership, interpersonal communication, school facility and infrastructure management, job satisfaction, and teacher performance. Several studies suggest further research involving multiple variables simultaneously (Kristivan, 2013; Bestiana, 2012; Oktarina, 2022). In this study, these variables will be examined simultaneously to determine their direct and indirect effects.

Based on the background description that has been presented, it is deemed necessary to conduct research on teacher performance by involving the variables of principal leadership, interpersonal communication, management of educational facilities and infrastructure, and job satisfaction in seeing their influence both directly and indirectly on the performance of elementary school teachers, especially in Kendari City, specifically on Public Elementary School teachers in Kendari City. Several facts related to the phenomenon of education in elementary schools in Kendari City are still found that a number of teachers teach in class only based on their past experiences from time to time and feel confident in mastering the material being taught, and feel they have mastered it by rote. Many teachers are unwilling to change their teaching methods to innovative things including learning methods, media use, and assessment systems (Renal et al., 2020).

2. Problem Formulation

The problems examined in this research are formulated as follows:

1. Does principal leadership influence the performance of public elementary school teachers in Kendari City?
2. Does principal interpersonal communication influence the performance of public elementary school teachers in Kendari City?
3. Does school infrastructure management influence the performance of public elementary school teachers in Kendari City?
4. Does principal leadership influence the performance of public elementary school teachers in Kendari City?

5. Does principal interpersonal communication influence the performance of public elementary school teachers in Kendari City?
6. Does school infrastructure management influence the performance of public elementary school teachers in Kendari City?
7. Does job satisfaction influence the performance of public elementary school teachers in Kendari City?
8. Does teacher job satisfaction mediate the influence of principal leadership on the performance of public elementary school teachers in Kendari City?
9. Does teacher job satisfaction mediate the influence of principal interpersonal communication on the performance of public elementary school teachers in Kendari City?
10. Does teacher job satisfaction mediate the influence of school infrastructure management on the performance of elementary school teachers in Kendari City?

3. LITERATURE REVIEW

3.1 Teacher Performance

Performance is the results achieved by an individual according to the applicable standards for the job in question (Ekananta et al., 2018). Work performance or achievement is the quality and quantity of work achieved by an employee in carrying out their duties in accordance with their assigned responsibilities (Murwati, 2013). The term "performance" is derived from the words "Job Performance" or "Actual Performance," meaning the actual work performance or performance of an employee. Therefore, performance is defined as the quality and quantity of work achieved by an employee in carrying out their duties in accordance with their assigned responsibilities. Mahmud, 2012; Sutedjo & Mangkunegara (2013); Wibowo (2013); Robbins and Judge (2013); Mulyadi & Syafitri (2015). Performance is a very important result to be able to know the good or bad of an organization (Gibson et. All, 2012; Nuraini & Nurlita, 2019). Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, primary and secondary education.

When related to teachers, it can be said that teacher performance is the work results achieved by teachers in carrying out the tasks assigned to them. Assessing the quality of teacher performance can be reviewed from several indicators including: 1) planning learning, 2) implementing learning or performance, 3) conducting learning evaluations, and 4) carrying out follow-up based on the evaluation results. (Siemze Joen et.al, 2022; Mulyadi, 2021; Vinal et al., 2020; Candra Wijaya et.al. 2019; Syamra, 2016; Supardi, 2014; Uno, 2014). Teacher performance is reflected in the implementation of the learning process both in and outside the classroom, school administration, and guidance and services to students (Utari & Rasto, 2019; Sadtyadi and Kartowagiran, 2014)

3.2 Principal Leadership Style

Democratic leadership style. Democratic leadership is active, dynamic, and directed. Control activities are carried out in an orderly and responsible manner. The division of tasks, accompanied by clear delegation of authority and responsibility, allows each member to actively participate (Nawawi, 2006; Olla and Andriyani, 2017; Danim, 2012).

According to Lippits and White (Maryanto and Ism, 2010) the measurement of democratic leadership style includes four dimensions, namely; 1. The variable dimension of delegation of responsibility is when democratic leaders are able to delegate and give responsibility to their subordinates; 2. The variable dimension of activeness is the ability to interact well with all parts within the organization. Because basically democratic leaders are not able to work alone, these leaders need encouragement from all parts of their organization; 3. The variable dimension of decision making is making decisions together and all members of the organization participate in providing consideration when the leader makes the decisions taken; 4. The variable dimension of empathy is one of the points of view in thinking because the leader views his members and he has a personality, ability and thoughts that need to be considered too.

Autocratic leadership style. Autocratic leadership, also known as authoritarian leadership, is a leadership style based on the assumption that the leader has full responsibility for the organization. Robin (2009). Franklyn (1951) in Onong Effendy (1993) stated that the autocratic style describes leaders who usually tend to centralize authority, dictate work methods, make unilateral decisions,

and limit employee participation. This type of leader typically feels they know what they want and tends to express these needs in the form of direct orders to subordinates and takes full responsibility for the decisions they make. Authoritarian leaders assume that the progress and decline of an organization is solely influenced by themselves. They work diligently, study hard, are orderly, and cannot be challenged. Mulyadi and Widi Winarso (2020) Danim (2012); Hakim and Yahya (2014).

3.3 Interpersonal Communication

Interpersonal communication is face-to-face communication between people, allowing each participant to directly perceive the reactions of others, both verbally and nonverbally, with some immediate effects and feedback. (Sitorus, 2020; Suhandi, 2018; Azhar, 2017; Rahman, 2016; Mulyana, 2004). The most important thing about the psychological aspect of communication is the assumption that the individual's personal self lies within the individual and cannot be observed directly (Afriyandi, 2015; Kathleen S. Verderber in Budyatna & Ganiem, 2011).

Interpersonal communication is a process that uses messages to achieve a common meaning between two or more people in a situation that provides equal opportunities for both the communicator and the communicant (Pearson, Nelson, Titsworth, & Harter, 2003; De Vito, 2013). The communication process is characterized by verbal and nonverbal interactions (Naimah and Septyaningsih, 2019; Mubarak & Andjani, 2014; De Vito, 2013;).

3.4 School Facilities and Infrastructure Management

An educational institution will be able to function adequately if its facilities and infrastructure are well-managed. These include facilities (textbooks, source books, supplementary books, library books, demonstration materials, practical tools, materials and stationery, furniture), and infrastructure (land, buildings, laboratories, libraries, sports fields, etc.), as well as costs that include investment costs (costs for land acquisition, building acquisition, educational equipment, including books), and operational costs. Educational infrastructure and facilities are all basic equipment that indirectly support the implementation of the educational process in schools, and educational facilities are all equipment, materials, and furniture directly used in the teaching and learning process (Nugraha et al., 2021; Herawati et al., 2020; Sutansyah, 2019; Bafadal, 2013; Triwiyanto, 2013; Sobri, 2009; Qomar, 2007;).

Management is an integral and inseparable component of educational activities as a whole. Without management, it is impossible to achieve educational goals optimally, effectively, and efficiently. This principle applies to every educational institution and specific institution that requires effective and efficient management. Effective and efficient are intended to be effective and efficient, namely management that successfully achieves goals while saving time, energy, and costs. Likewise, a good educational process certainly requires adequate facilities and infrastructure, both directly and indirectly (Nugraha et al., 2021; Bancin and Lubis, 2017; Nur et al., 2016). Schools need to create a standard system for managing facilities and infrastructure, from the procurement process, utilization, and maintenance of facilities and infrastructure (In'am, 2019; Bancin and Lubis, 2017; Suri and Utama, 2015; Rohmat, 2012).

3.5 Teacher Job Satisfaction

Job satisfaction is closely related to a person's feelings, as stated. Job satisfaction is an emotional attitude that is enjoyable and enjoyable for one's work. This attitude is reflected in work morale, discipline, and work performance. Job satisfaction can be experienced within the job, outside the job, or a combination of both (Sutrisno, 2011; Hasibuan, 2013). Job satisfaction is a positive and pleasurable emotional state experienced by an individual. Job satisfaction is a complex emotional reaction resulting from an employee's drives, desires, demands, and expectations, resulting in feelings of happiness, satisfaction, or dissatisfaction (Sondang, 2016; Ahmadiansyah, 2016; Sutrisno, 2011; Wijono, 2011; Martoyo, 2007; Munandar 1999).

Teacher job satisfaction is indicated by the well-executed responsibilities. Job satisfaction indicators are also characterized by the level of supervision carried out by supervisors at school. Job satisfaction can also occur through promotions, respect for coworkers, and the working conditions experienced by teachers. Teacher job satisfaction indicators can also be seen from the salary received. Many studies support that working conditions, supervision, salary, promotion

opportunities, relationships with coworkers, roles and responsibilities, and classroom practices are significantly related to job satisfaction (Azis, 2016; Khanka, 2007; Robbins, 2003).

4. METHODS

The research was conducted from March to November 2025. The study subjects were all 1,468 elementary school teachers in Kendari City, consisting of 1,239 female teachers and 229 male teachers. The purpose of this research is to develop, test, and analyze the influence of the principal's leadership style, interpersonal communication, infrastructure management on job satisfaction and performance of elementary school teachers and the role of teacher job satisfaction in mediating the influence of the principal's leadership style, interpersonal communication and infrastructure management on the performance of elementary school teachers in Kendari City.

Determination of the sample size according to Hair et al. (2020), is 5-10 times the number of research variable indicators. In this study, the number of research variable indicators was 23, so the sample size was between 115 and 230. Based on Hair's opinion, the researcher determined the sample size as 161, namely $7 \times 23 = 161$ samples, the sample was drawn proportionally random sampling, namely 25 male teachers and 136 female teachers.

5. RESEARCH RESULTS AND DISCUSSION

5.1 Overview of Research Object: The School Participation Rate (SPR) for the population aged 7-12 years was 99.55 percent, leaving less than 1 percent of the population aged 7-12 years who were not or not currently attending school. In general, the Net Participation Rate (NPR) showed an increase in the 2022-2024 period, particularly at the junior high school level. Participation in elementary school education was the highest compared to other levels of education, with a student-to-teacher ratio of 16.97 (Kendari City Education Statistics, 2025).

The sample used in this study consisted of 155 elementary school teachers in Kendari City. The initial sample size was 161, but 6 respondents did not return the questionnaire. Based on the data entered, the number of male respondents was 39 people and female respondents were 116 people, while based on the age of the respondents, 97 people were aged 45 years or under (62.58%), and 58 people were over 45 years old. Based on length of service, 118 people or 76.13% had a service period of 20 years or less, and 37 respondents (23.87%) had a work period of more than 20 years.

5.2 SEM Analysis with Smart PLS: To examine the influence of principal leadership style, interpersonal communication, and infrastructure management on job satisfaction and performance of elementary school teachers in Kendari City, and to examine the teacher job satisfaction variable as a mediator of the influence of principal leadership style, interpersonal communication, and infrastructure management on teacher performance, a structural equation model was used. Data processing was performed using the SmartPLS program. The results of the outer loading test are presented in Figure 1 below.

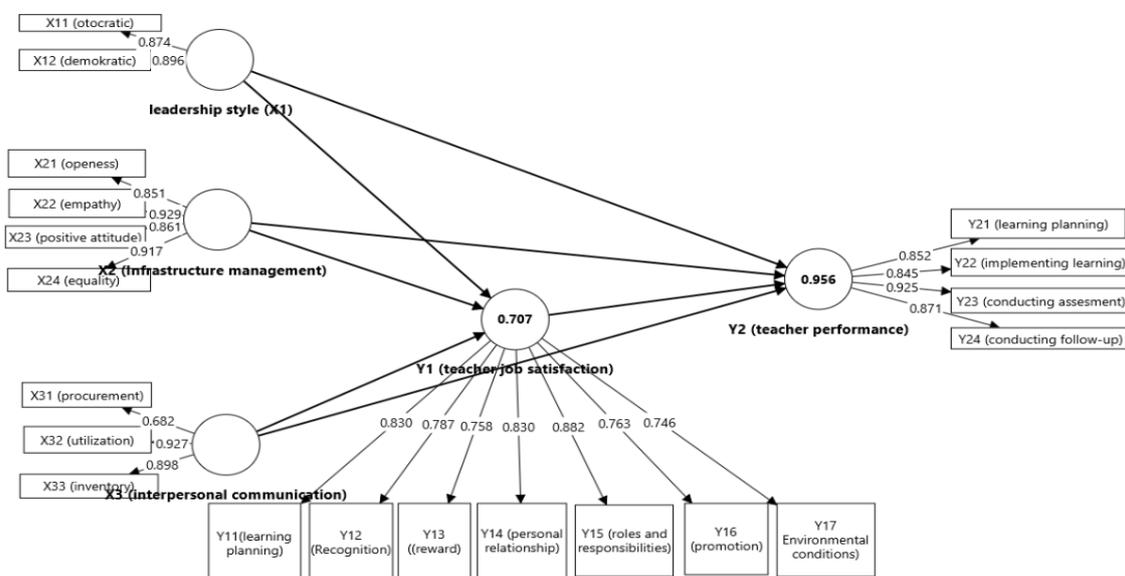


Figure 1. Outer loading value

The test results presented in Figure 1, show that all indicators for each variable have an outer loading value greater than 0.6 with a significance level less than 0.05, indicating that all indicators for each variable have a strong correlation or relationship in reflecting their respective variables. Based on the outer loading values, all indicators in this study have values greater than 0.6, and it is concluded that all indicators are strong in reflecting their respective variables. The next step is to examine the Cronbach's alpha and Average Variance Extracted (AVE) values, presented in Table 1 below.

Table 1. Cronbach's Alpha and Average Variance Extracted (AVE) values

Variable	Cronbach's alpha	Average variance extracted (AVE)
X1 (Principal Leadership Style)	0,7228	0,7827
X2 (Interpersonal Communication)	0,9129	0,7927
X3 (Infrastructure Management)	0,7950	0,7107
Y1 (Teacher Job Satisfaction)	0,9061	0,6414
Y2 (Teacher Performance)	0,8961	0,7631

Source: Processed primary data, 2026

The data processing results presented in Table 1 show that all values are above 0.7, thus being deemed reliable. Furthermore, the Average Variance Extracted (AVE) value was above 0.5, thus meeting the requirements for convergent validity testing. Therefore, all questionnaire items can be used for subsequent data analysis.

5.3 R-Square

Based on the data presented in Figure 1, the R-Square value obtained for the influence of principal leadership style constructs (X1), interpersonal communication (X2), and infrastructure management (X3) on teacher job satisfaction (Y1) is 0.707. Meanwhile, the influence of leadership (X1), interpersonal communication (X2), infrastructure management (X3) and teacher job satisfaction (Y1) on teacher performance is 0.956. All R-square values are at a strong level. Therefore, it can be concluded that the teacher performance variable can be explained by the variables of principal leadership style, interpersonal communication, school infrastructure management, and teacher job satisfaction.

5.4 Hypothesis Testing

In this study, 10 hypotheses were proposed: 7 (seven) hypotheses with direct effects, and 3 (three) hypotheses testing the role of teacher job satisfaction as a mediator of the influence of the principal's leadership style on teacher's performance, interpersonal communication on teacher performance, and infrastructure management on teacher performance. To test the acceptance or rejection of the hypotheses, we compared the p-value with the significance level established in this study, which was 5%. The direction of the effect was determined by the sign of the path coefficient, whether it was positive or negative. Consistent with the theory, the path coefficient is positive. The path coefficient and p-value are presented in Table 3 below.

Table 3. Hypothesis test results

No.	Hypothesis	Path Coefficient	p-value	Sobel test	Description	Hypothesis
1	X1 → Y1	0,280	0.001		Positive Significant	Accepted
2	X2 → Y1	0.284	0.007		Positive Significant	Accepted
3	X3 → Y1	0,430	0,000		Positive Significant	Accepted
4	X1 → Y2	0,411	0,000		Positive Significant	Accepted
5	X2 → Y2	0,028	0,371		Positively insignificant	Rejected
6	X3 → Y2	0,579	0,000		Positive Significant	Accepted
7	Y1 → Y2	0,052	0,343		Positively insignificant	Rejected
8	X1 → Y1 → Y2	0,015		0,334	insignificant	Rejected
9	X2 → Y1 → Y2	0,015		0,344	insignificant	Rejected
10	X3 → Y1 → Y2	0,0224		0,346	insignificant	Rejected

Source: Processed primary data, 2026

RESEARCH RESULTS

Based on the comparison of p-values with a significance level of 5% and the path coefficient sign, the results of the hypothesis test are as follows,

5.4.1 Direct effect hypothesis

1. The principal's leadership style has a positive and significant effect on the job satisfaction of elementary school teachers in Kendari City.

Data processing revealed a path coefficient of the influence of principal leadership on teacher job satisfaction of 0.280 (positive) and a p-value of $0.001 < \alpha 0.05$, concluding that the principal's leadership style has a positive and significant effect on elementary school teacher job satisfaction in Kendari City. These results support research conducted by Werang (2016), Tetuko (2021), and Jahro (2021). These results also align with the theories proposed by Sutomo (2015); Farland (1978) in Danim (2012), Robin (2010), and Sujanto (2009), which state that leadership is needed to influence a group toward achieving goals. To achieve an organization's goals, leadership is absolutely essential. To create a successful organization, a leader must possess a leadership style that can be used to influence subordinates toward achieving organizational goals.

2. Interpersonal communication of elementary school principals has a positive and significant influence on the job satisfaction of elementary school teachers in Kendari City.

The results of the second hypothesis test show a path coefficient of 0.284 with a p-value of 0.007, which is less than $\alpha 0.05$. Therefore, it is concluded that interpersonal communication has a positive and significant effect on job satisfaction among elementary school teachers in Kendari City. Therefore, the second hypothesis is accepted, and the effect is unidirectional. This means that if interpersonal communication improves, teacher job satisfaction will also tend to increase, and vice versa.

3. School infrastructure management has a positive and significant effect on elementary school teacher job satisfaction in Kendari City.

Based on the results of the hypothesis test, a path coefficient of 0.430 was obtained, with a p-value of 0.000, less than $\alpha 0.05$. This means that school infrastructure management has a positive and significant effect on elementary school teacher job satisfaction in Kendari City. The significance of this test result is that better school infrastructure management will further improve teacher job satisfaction. This is in line with the opinions expressed by: Nugraha et al., 2021; Herawati et al., 2020; Rohiat (2006) that if school infrastructure is utilized directly for the teaching and learning process, such as the school garden for biology lessons or the school yard as a sports field, and is properly managed to create a clean, tidy, and beautiful school, it will create a pleasant environment for teachers, staff, and students. Optimal utilization of school facilities and infrastructure, both quantitatively and qualitatively, will improve education and teaching. (Sobri, 2009; Rohiat, 2006; Bafadal, 2004).

The results of this study also support previous research conducted by Rohiat, 2006; Kurniawati, 2011; Kristivan, 2013; Sari & Fajar, 2013; Kurniawati, 2013; Maryadi, 2018; Sinta, 2019; Sutansyah, 2019; Lubis, 2019; Inam, 2019; Manurung, 2020; Mawaddah, Harapan, and Kesumawati, 2021; Nyoman Suartini et al., 2024; Siska Salsabilla and Juddy Prabowo, 2024.

4. The principal's leadership style has a positive and significant influence on the performance of elementary school teachers in Kendari City.

The results of the hypothesis test show a path coefficient of 0.411 and a p-value of 0.000, less than $\alpha 0.05$. Therefore, it is concluded that the principal's leadership style has a positive and significant effect on the performance of elementary school teachers in Kendari City. The positive path coefficient and significant p-value indicate that the study of the influence of principal leadership style on teacher performance can make a significant contribution both from a scientific perspective and from a pragmatic perspective in helping to solve problems related to principal leadership and teacher performance. This research aligns with the theories proposed by Siemze Joen et al., 2022; Mahfud (2020), Vinal et al., (2020); Ahmadyansyah, (2016), Sutomo (2015), Supardi (2014), Farland (1978) in Danim (2012), Daryanto (2011), Sujanto (2009). The results of this study are also in line with

research conducted by Alya Adelia et al. (2023); Hamdani Gazali et al. (2023); Pitriani R et al. (2021); Baihaqi (2015); Putra, Haris, and Meitriana (2014); Andriani, Kesumawati, and Kristiawan (2018).

5. Interpersonal communication has a positive and significant influence on the performance of elementary school teachers in Kendari City.

The next hypothesis was to test the effect of interpersonal communication on the performance of elementary school teachers in Kendari City. The results showed a path coefficient of 0.028 and a p-value of 0.371, greater than α 0.05. Therefore, it was concluded that interpersonal communication had a positive but insignificant effect on teacher performance. This hypothesis was rejected. However, despite the rejection, it is important to note that interpersonal communication had a positive effect. This means that the results of this hypothesis test indicate that interpersonal communication is a necessary tool for improving the performance of elementary school teachers in Kendari City. However, this variable is not yet sufficiently robust to be used in solving problems in elementary schools in Kendari City, especially for improving teacher performance. The results of this study are inconsistent with research conducted by Nurasiah et al. (2021), Janah Sojanah (2021); Kartini et al. (2020), Elfira Oktarina et al. (2020); and Muhamad Abdul Aziz (2017).

6. Management of infrastructure has a positive and significant influence on the performance of elementary school teachers in Kendari City, the hypothesis is accepted.

The results of the hypothesis test show that the management of school facilities and infrastructure has a positive and significant effect. This is in line with the theory used in this study, namely that the existence of school facilities and infrastructure and adequate human resources is important to support teaching and learning activities so that the learning process runs effectively, efficiently, and productively and improves the quality of its output, Nugraha et al., 2021; Herawati et al., 2020; Sutansyah (2019); Bafadal (2013); Sobri (2009); Qomar, (2007); and in accordance with the Minister of National Education Regulation Number 24 of 2007 concerning Standards for Facilities and Infrastructure for Elementary Schools/Madrasah Ibtidaiyah (SD/MI), Junior High Schools/Madrasah Tsanawiyah (SMP/MTs), and Senior High Schools/Madrasah Aliyah (SMA/MA). The results of this study also support research conducted by Anggun Delia and Marzuki Delia (2025); Sugito HS and Sari Juliana; 2024; Abdullah Hadziq, 2022; Dedi Sutansyah, 2019.

7. Teacher job satisfaction has a positive but not significant effect on the performance of elementary school teachers in Kendari City, the hypothesis is rejected.

Based on the results of data processing, it shows that the p-significance value is greater than the specified real level, so it is concluded that this hypothesis is rejected, meaning that teacher job satisfaction does not have a significant effect on the performance of elementary school teachers in Kendari City. However, the path coefficient value is still positive, indicating that in theory, teacher job satisfaction is proven to be able to improve teacher performance, but the increase caused by teacher job satisfaction does not have much impact on the performance of elementary school teachers in Kendari City. This study's findings contradict those of other studies, including those by Vira Diar Rahmasari & Rahmah Hastuti (2023); Heni Fitri Ratna Sari et al., 2022; Zahara et al., 2022; Slamet Wijayanto et al., 2021; Fatriani Widayati et al., 2020; and Reza Ahmadiyahansah (2016).

5.4.2 Indirect effect hypothesis

8. Teacher job satisfaction does not significantly mediate the influence of principal leadership style on elementary school teacher performance in Kendari City. This hypothesis is rejected.

Based on the results of the hypothesis test and subsequent Sobel test, the influence of the principal's leadership style on the performance of elementary school teachers in Kendari City was positive. However, the Sobel test showed that the calculated t-value was less than the t-table, indicating that the result was insignificant. The findings of this study indicate that teacher job satisfaction was unable to mediate the influence of the principal's leadership style on the performance of elementary school teachers in Kendari City. Therefore, it can be concluded that in this study, teacher job satisfaction is not a mediating variable. This finding is inconsistent with previous research conducted by Agnes Martini and Aam Bastaman (2025); Nurlaili et al. (2025); Nurmin Arianto et al. (2020), which found that teacher job satisfaction mediated the influence of principal leadership on teacher performance.

9. Job satisfaction does not significantly mediate the influence of interpersonal communication on the performance of elementary school teachers in Kendari City, the hypothesis is rejected.

Based on the results of the hypothesis test, the path coefficient (total effect) shows a positive path coefficient. The sign of the total effect indicates that job satisfaction theoretically mediates the influence of the principal's leadership style on teacher performance. However, the Sobel test showed that the calculated t-value was smaller than the table t-value, thus concluding that job satisfaction does not significantly mediate the influence of interpersonal communication on the performance of elementary school teachers in Kendari City. The findings of this study are inconsistent with research conducted by Muhammad Farhan Kosasih and Hazwari Hasan (2024), which showed that interpersonal communication has a significant direct impact on job satisfaction, and indirectly, interpersonal communication influences performance through job satisfaction. The results of this study align with research conducted by Hertiana et al. (2023), which found that teacher job satisfaction has a positive but insignificant effect on teacher performance, and teacher job satisfaction positively mediates the influence of interpersonal communication on teacher performance, but not significantly.

10. Job satisfaction does not significantly mediate the influence of infrastructure management on the performance of elementary school teachers in Kendari City, the hypothesis is rejected.

Based on the results of the hypothesis test, which examines the path coefficient (total effect), it shows a positive path coefficient. Therefore, theoretically, job satisfaction mediates the effect of infrastructure management on teacher performance. However, a significance test, comparing the calculated t-value with the Sobel t-table, shows that the calculated t-value is smaller than the t-table value. These results indicate that job satisfaction does not significantly mediate the effect of infrastructure management on elementary school teacher performance in Kendari City. Therefore, the findings of this study indicate that teacher job satisfaction is unable to mediate the effect of infrastructure management on teacher performance in Kendari City.

This finding is not in line with the results of research conducted by previous researchers, namely M. Disin Asmoyo, 2023 who concluded that infrastructure has a direct influence on Job Satisfaction and indirectly on Teacher Performance, Fatwa Rezki, Hasanuddin Remmnag, Chahyono, 2021 who concluded that facilities and infrastructure have a significant influence in increasing employee job satisfaction.

Employee satisfaction significantly impacts employee performance. Job satisfaction can partially mediate the effect of infrastructure on employee performance. Ramadhani Ikhlas et al. (2025), from his research, concluded that infrastructure (work facilities) has a positive and significant impact on employee performance. Other findings indicate that job satisfaction positively impacts employee performance. Furthermore, job satisfaction has been shown to act as a partial mediating variable in the relationship between work facilities and employee performance.

6. Research Limitations

This study has limitations, making its results far from perfect. Therefore, researchers who will conduct research related to this research object are expected to make improvements. The limitations of this study are as follows:

1. Sampling Technique: In sampling, researchers tended to select easily accessible samples. This resulted in not all members of the population having an equal opportunity to be selected as respondents. This could introduce bias.
2. The cross-sectional research design also presents limitations because cross-sectional data limits the ability to deeply observe various aspects of the relationships and influences created over a specific period of time.
3. The structural model in this study is recursive. This means there are no feedback loops between the latent variables. Therefore, this study cannot identify reciprocal (or non-recursive) influences between the latent variables. For example, the reciprocal influence between leadership and employee commitment or leadership and employee innovation.

7. Further Research

The results of the hypothesis test indicate that teacher job satisfaction has no significant effect on elementary school teacher performance in Kendari City. Similarly, teacher job satisfaction does not significantly mediate the influence of principal leadership, interpersonal communication, and infrastructure management on teacher performance. Therefore, it is recommended that future researchers re-examine this model by using teacher job satisfaction as the dependent variable and teacher performance as the mediating variable, and adding respondent characteristics (gender/education/length of service) as moderating variables.

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