THE INFLUENCE OF KOUZES AND POSNER'S EXEMPLARY LEADERSHIP, SELF-REGULATION, AND JOB SATISFACTION ON TEACHER PERFORMANCE IN XYZ TANGERANG SCHOOL

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Abstract

Teacher performance is needed to improve school achievement, shown by the increase in students' achievement in a school environment. Teacher performance is influenced by factors or variables directly or indirectly related. This study aimed to determine the influence of Kouzes and Posner's exemplary leadership, self-regulation, and work satisfaction on teacher performance through data collection to all teachers at XYZ School Tangerang consisting of class teachers and subject teachers with a population of 32 people. The data processing technique used in this study was path analysis using a quantitative approach with the SmartPLS application program data instruments. The conclusions of the results of this study were (1) Kouzes and Posner's exemplary leadership had a positive influence on job satisfaction, (2) self-regulation had a positive influence on job satisfaction, (3) Kouzes and Posner's exemplary leadership had no positive influence on teacher performance, (4) self-regulation had a positive influence on teacher performance, (5) job satisfaction had a positive influence on teacher performance, (6) Kouzes and Posner's exemplary leadership had a positive influence on teacher performance through job satisfaction mediation, (7) self-regulation had a positive influence on teacher performance through job satisfaction mediation.

Keywords: Job satisfaction, Kouzes and Posner's exemplary leadership, Performance, Self-regulation

Abstrak

Kinerja guru dibutuhkan dalam peningkatan prestasi sekolah yang ditunjukkan dari peningkatan akan prestasi dari peserta didik disuatu lingkungan sekolah. Kinerja guru dipengaruhi oleh faktor atau variabel yang berkaitan secara langsung maupun secara tidak langsung. Penelitian ini memiliki tujuan untuk mengetahui pengaruh kepemimpinan keteladanan Kouzes dan Posner, regulasi diri, dan kepuasan kerja terhadap kinerja guru melalui pengambilan data kepada seluruh guru di Sekolah XYZ Tangerang yang terdiri dari guru kelas dan guru subyek dengan jumlah populasi 32 orang. Teknik pengolahan data yang digunakan dalam penelitian ini adalah analisis jalur menggunakan pendekatan kuantitatif dengan instrumen pengolahan data berupa program aplikasi SmartPLS. Kesimpulan dari hasil penelitian ini yaitu (1) kepemimpinan keteladanan Kouzes dan Posner memiliki pengaruh positif terhadap kepuasan kerja, (2) regulasi diri memiliki pengaruh positif terhadap kepuasan kerja, (3) kepemimpinan keteladanan Kouzes dan Posner tidak memiliki pengaruh positif terhadap kinerja guru, (4) regulasi diri memiliki pengaruh positif terhadap kinerja guru, (5) kepuasan kerja memiliki...
Introduction

The ideals of the Indonesian nation in education aim to advance and educate the community in line with development goals. Quality education can be realized by applying an active learning process to students to explore the potential and other supporting aspects in national and state life practice. In accordance with the National Education System Law No. 20 of 2003, which focuses on increasing the competence possessed by students so that the role of the teacher is needed as a figure who is directly involved in carrying out the learning process to students.

Several factors can affect teacher performance: internal factors (teacher regulation and job satisfaction) and external factors (school superintendent leadership). Self-regulation allows a person to be able to strategize with all the knowledge he has to be able to achieve goals (Slavin 2011, 10). Furthermore, Bandura (1997, 158) states that self-regulation is a system within the self to regulate the individual's self-control. Through self-regulation, teachers can manage themselves to realize an effective learning process. On the other hand, teacher job satisfaction also has an important role in improving teacher performance. Job satisfaction is a perception that arises in an individual regarding activities related to the work being done (Kinicki & Kreitner 2005). The teacher’s positive view of his work will realize maximum performance in implementing each task and responsibility. Factors outside the teacher, namely school leaders, also greatly influence teacher performance in accordance with PP 74 of 2008, which explains that the school superintendent is authorized to supervise and guide the fulfillment of obligations that teachers in the school must carry out. The school superintendent's main tasks are all management, development, supervision, and administration activities. The School Superintendent is a selected individual who monitors the performance of school residents to realize the vision and mission of the school. Success in achieving goals also focuses on the leader's competence in directing and trusting followers through sincerity of heart (Kouzes & Posner 2017, 30). To realize the standards described above, it is appropriate for a supervisor to be not only able to lead but also be able to be an example for all school residents, especially for teachers.

Relevant research on the influence of Kouzes and Posner's exemplary leadership styles, self-regulation, and job satisfaction on teacher performance has included; the influence of Kouzes and Posner's exemplary leadership that impacted job satisfaction has been exercised by Zufani et al. (2017, 225-238); Salleh & Khalid (2018, 208-220) who found that Kouzes and Posner's exemplary leadership had a positive impact on teacher job satisfaction. On the effect of teacher self-regulation variables on job satisfaction, previous research has been conducted by Orlando et al. (2021), which states that well-formed self-regulation will result in employee job satisfaction. On the influence of Kouzes and Posner's exemplary leadership variables on teacher performance, previous research has been conducted by Syawal (2021, 704); Abu-Tineh et al. (2009, 283); Goewey (2012, 118) who states that Kouzes and Posner's exemplary leadership by school leaders will result in major changes in school progress manifested from teacher performance. On the influence of self-regulation variables on teacher performance, previous research has been conducted by Lestari & Mayasarokh (2020, 351-361), which states that...
teacher self-regulation has a positive effect on teacher performance. On the effect of job satisfaction variables on teacher performance, previous research has been conducted by Widayati & Fitriani (2020, 251-257), which states that job satisfaction positively influences teacher performance. On Kouzes and Posner's exemplary leadership variables on teacher performance through job satisfaction mediation variables, previous research has been conducted by Zufani et al. (2017, 238); Emmanuel & Valley (2022, 264) states that Kouzes and Posner's exemplary leadership has a positive influence on teacher performance through job satisfaction.

Sekolah XYZ is a school in Tangerang with the vision of "Becoming an Outstanding School Based on Faith and Love." The realization of an outstanding school, of course, depends on the role of teachers in the learning process. However, the performance of XYZ school teachers is still not optimal even though the school has been established since 1985. XYZ schools have not been able to compete with other schools. This can be seen from the achievement data of XYZ school students who only follow competencies in the field of sports. XYZ schools have not been able to prepare their students for competitions that test students' competencies, such as competitions in science. This condition can be caused by teacher performance still lacking due to the teacher's competence that has not been maximized. This can also be because most teachers are over 50 years old, so that teachers become less responsive in innovating the learning process. The lack of competence teachers possess is also due to the small amount of training that teachers get each year. This results in low self-regulation in the teacher, so there is no self-regulation in the teacher as a strategy in achieving learning objectives. The inadequacy of school facilities in supporting innovative learning activities also affects teacher satisfaction at work. This makes the learning process seem monotonous and tedious for students. Furthermore, in leadership, school superintendents have also not regularly participated in leadership training activities, resulting in not optimal professional development provided for teachers.

The performance aspect becomes the main focus in the progress of an organization. Referring to the findings of previous research, the components that support the improvement of teacher performance need to be considered and developed so that there is an expected improvement. The supporting components are Kouzes and Posner's exemplary leadership, self-regulation, and job satisfaction. In accordance with the description of the formulation of the problem above, it can be concluded that the research carried out focuses on the aspect of causality, namely research conducted to examine the influence of independent variables on dependent variables due to factors consisting of one or more factors that cause the emergence of a problem (Sekaran & Bougie 2016, 44). The aim of the study and research questions from this study are:

1. Does Kouzes and Posner's exemplary leadership positively influence job satisfaction in XYZ schools?
2. Does self-regulation positively influence job satisfaction in XYZ schools?
3. Does Kouzes and Posner's exemplary leadership positively influence teacher work performance in XYZ schools?
4. Does self-regulation positively influence teacher performance in XYZ schools?
5. Does job satisfaction positively influence teacher performance in XYZ schools?
6. Does Kouzes and Posner's exemplary leadership positively influence teacher performance through job satisfaction in XYZ schools?
7. Does self-regulation positively influence teacher performance through job satisfaction in XYZ schools?
Research Method

This research will examine the influence of Kouzes and Posner leadership, self-regulation and work satisfaction on teacher performance in XYZ schools. The research method used is a quantitative method using the SmartPLS program. In this study, Kouzes and Posner's leadership and self-regulation were the latent variables to focus on. Job satisfaction becomes a mediator variable, then teacher performance in XYZ schools becomes a dependent variable.

The study was conducted at XYZ school, a private school in the Tangerang area. This school provides education from elementary to high school level. The study subjects were 32 XYZ school teachers who worked and taught in elementary, middle and high school units. The study was conducted from October to November 2022.

Data analysis in this study is divided into three parts: analysis with outer model measurement techniques, inner models or structural models and hypothesis testing. This study uses the smartPLS application to help process the data that has been obtained. The stages carried out in this outer model measurement include convergent validity tests, discriminant validity tests, and reliability tests. Structural model testing uses the R-squares value of each endogenous latent variable as the predictive power of the structural model. Hypothesis testing is carried out to produce a decision regarding the acceptance or rejection of a hypothesis that has been previously submitted. A hypothesis is acceptable if the value of the path coefficient (ρ) is less than or equal to 0, then the hypothesis is rejected; if the value of the path coefficient is more than 0, then the hypothesis is accepted (Hair et al, 2017).

Results and Discussion

Table 1: Hypothesis Test Results

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Path Analysis</th>
<th>β</th>
<th>P Values</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>Kouzes and Posner's Exemplary Leadership → Job Satisfaction</td>
<td>0.542</td>
<td>0.000</td>
<td>Accepted</td>
</tr>
<tr>
<td>H2</td>
<td>Self-regulation → Job Satisfaction</td>
<td>0.446</td>
<td>0.001</td>
<td>Accepted</td>
</tr>
<tr>
<td>H3</td>
<td>Kouzes and Posner's Exemplary Leadership → Teacher Performance</td>
<td>-0.156</td>
<td>0.560</td>
<td>Unaccepted</td>
</tr>
<tr>
<td>H4</td>
<td>Self-regulation → Teacher performance</td>
<td>0.514</td>
<td>0.003</td>
<td>Accepted</td>
</tr>
<tr>
<td>H5</td>
<td>Job satisfaction → Teacher Performance</td>
<td>0.635</td>
<td>0.002</td>
<td>Accepted</td>
</tr>
<tr>
<td>H6</td>
<td>Kouzes and Posner's Exemplary Leadership → Job Satisfaction → Teacher Performance</td>
<td>0.327</td>
<td>0.036</td>
<td>Accepted</td>
</tr>
<tr>
<td>H7</td>
<td>Self-regulation → Job Satisfaction → Teacher Performance</td>
<td>0.287</td>
<td>0.022</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

According to the results of data analysis in the model above, the value of the path coefficient can be described in the following explanation:

1) The results of hypothesis testing show that the magnitude of the path coefficient value between Kouzes and Posner's exemplary leadership towards job satisfaction is 0.542 (+) and the P Values value is 0.000 (< 0.05), then it can be concluded that this
hypothesis is acceptable, which means that Kouzes and Posner's exemplary leadership has a positive effect on job satisfaction.

2) The results of hypothesis testing show that the value of the path coefficient between self-regulation and work satisfaction motivation is 0.446 (+) and the P Values value is 0.001 (<0.05), then it can be concluded that this hypothesis is acceptable, which means that self-regulation has a positive effect on job satisfaction.

3) The results of hypothesis testing indicate that the value of the path coefficient between Kouzes and Posner's exemplary leadership on teacher performance is 0.156 (-) and P Values 0.506, so it can be concluded that this hypothesis is rejected, which means that Kouzes and Posner's exemplary leadership negatively affects teacher performance.

4) The findings of the hypothesis test identified that if the value of the path coefficient between self-regulation and teacher performance is 0.514 (+) and the P Value value is 0.003 (<0.05), it can be concluded that this hypothesis is accepted, which means that self-regulation has a positive effect on teacher performance.

5) The findings of the hypothesis test prove that the value of the path coefficient between job satisfaction and teacher performance is 0.635 (+) with a P Value value of 0.002 (<0.05), so it can be concluded that this hypothesis is accepted, which means that job satisfaction has a positive effect on teacher performance.

6) The findings of the hypothesis test prove that the value of the path coefficient between Kouzes and Posner's exemplary leadership on teacher performance through job satisfaction mediation is 0.327 (+) and the P Value value is 0.036 (0.05), so it can be concluded that this hypothesis is accepted, which means that Kouzes and Posner's exemplary leadership positively affects teacher performance through job satisfaction mediation.

7) The findings of the hypothesis test prove that the value of the path coefficient between self-regulation and teacher performance through job satisfaction mediation is 0.287 (+) and the P Value value is 0.022 (< 0.05), so it can be concluded that this hypothesis is accepted, which means that self-regulation has a positive effect on teacher performance through job satisfaction mediation.

Conclusions and Suggestions

Referring to the findings of the analysis of each variable in this study, namely Kouzes and Posner's exemplary leadership, self-regulation, and work satisfaction with teacher performance, there are several conclusions that can be drawn, namely:

1) Kouzes and Posner's exemplary leadership had a positive influence on work satisfaction. This means that the implementation of Kouzes and Posner's exemplary leadership by the school superintendent at XYZ Tangerang school can have an influence on work satisfaction at the school.

2) Self-regulation has a positive influence on work satisfaction. This statement indicates that the self-regulation owned by teachers at XYZ Tangerang school can have an influence on the satisfaction of teachers' work in the school.

3) Kouzes and Posner's exemplary leadership did not have a positive influence on teacher performance. This can be the basis for subsequent research to see the completeness of the required indicators.

4) Self-regulation has a positive influence on teacher performance. This means that the condition of self-regulation owned by teachers in XYZ Tangerang schools has an influence on the performance of teachers in the school. The better the teacher's performance is influenced by self-regulation. Work satisfaction has a positive influence on teacher performance. This statement indicates that the increase in teacher work satisfaction in XYZ Tangerang school has an impact on improving teacher performance in the school.
5) The positive influence of Kouzes and Posner's exemplary leadership on teacher performance through work satisfaction. This suggests that improvements in teacher performance influenced by Kouzes and Posner's exemplary leadership implemented appropriately can also arise from the satisfaction of work felt by teachers in the school.

6) There is a positive influence of self-regulation on teacher performance through work satisfaction. This shows that good self-regulation will improve teacher performance arising from the work satisfaction felt by teachers in the school.

7) There is a positive influence of self-regulation on teacher performance through work satisfaction. This shows that good self-regulation will improve teacher performance arising from the work satisfaction felt by teachers in the school.

Recommended advice for future studies are: 1) given that this study is a quantitative study, qualitative research is needed to examine how to analyze the influence of Kouzes and Posner's exemplary leadership, self-regulation, and job satisfaction on teacher performance more deeply, 2) there needs to be continuous leadership training for school leaders so that school leaders have a lot of insights related to leadership theories that are very useful and important for leaders to have and implement in leading and managing a school.

References


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