


The Role Of Teacher Performance In Mediating Leadership, Organizational Climate, And Motivation In The Quality Of Vocational School Education In Sabang City

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Article Info	ABSTRACT
Keywords: Leadership, Climate, Motivation, Performance, Quality	This study aims to investigate the impact of teacher performance on the quality of vocational high school (SMK) education in Sabang City in the context of leadership, organizational climate, and motivation. This research uses a quantitative approach and collects data through questionnaires distributed to vocational school teachers in the area. The study focuses on key variables such as teacher performance, the leadership style implemented in the school, the current organizational climate, teacher motivation, and the quality of education. DWe conducted data analysis using structural equation modeling (SEM) analysis to identify direct and indirect effects. he research results show that leadership, organizational climate, and motivation have a significant influence on teacher performance and education quality. We hope that the implications of this research can guide school management and related stakeholders to enhance the quality of education by optimizing the role of teacher performance and increasing supporting factors.
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INTRODUCTION

Education is an essential cornerstone for the progress of a nation. The instructor has a crucial role in molding pupils' character, knowledge, and talents [1]. Vocational high schools (SMK) play a crucial role in equipping the younger generation with the necessary skills and competences to successfully join the workforce [2]. Nevertheless, in order to accomplish this objective, it is imperative that we persistently enhance the caliber of education provided at vocational schools [3]. The primary determinant of delivering optimal quality education is the performance of the teacher [4]. Teacher performance is a crucial element in the realm of education [5]. Teacher performance include not just pedagogical expertise, but also factors such as professionalism, interpersonal skills, and dedication to the teaching profession [6]. The effectiveness of learning, student drive, and student academic success heavily rely on the performance of teachers [7]. Hence, it is crucial to possess a profound comprehension of the elements that impact teacher effectiveness [8].

One determinant that can impact teacher effectiveness is school leadership [9]. Effective leadership entails providing instructors with clear guidance, encouragement, and

assistance in doing their teaching responsibilities proficiently [10]. The manner in which a school incorporates leadership practices may have a significant influence on both the organizational culture and the overall effectiveness of instructors [11]. Effective leadership that can inspire, encourage, and give clear guidance to teachers has the potential to foster a favorable work environment, enhance teacher motivation and dedication, and enhance the quality of teaching and learning in schools [12]. Hence, it is crucial for educational leaders to cultivate proficient leadership abilities in order to bolster teacher effectiveness and enhance the overall standard of education [13].

In addition to leadership, the organizational environment also has a significant impact in affecting teacher performance [14]. A healthy organizational climate fosters a work atmosphere that is encouraging, creative, and inspires instructors to innovate and cooperate. In contrast, a detrimental organizational atmosphere can impede teacher effectiveness and the quality of learning [15]. The organizational climate refers to the overall atmosphere and conditions of a workplace that have an impact on the motivation, conduct, and performance of the persons working there [16]. The quality of education provided by an educational institution may greatly improve when favorable organizational environment circumstances are present, which positively impacts teacher performance [17]. In order to have a deeper understanding of these interactions, it is important to thoroughly examine each aspect [18].

The quality of teacher performance is greatly influenced by teacher motivation [19]. Teachers who are highly motivated are more likely to exert maximum effort in the learning process [20]. Teacher motivation may be influenced by several factors, including recognition, rewards, and work satisfaction [21]. Teachers who are intrinsically driven are more likely to demonstrate devotion and make efforts to improve the quality of learning [22]. Strong teacher performance, fueled by high motivation, enhances the overall quality of education [23]. Teachers that are motivated deliver more effective instruction, resulting in improved student performance, higher graduation rates, and enhanced educational outcomes in schools [24]. Teacher motivation can be influenced by the presence of chances for professional growth and competency enhancement [25]. Teachers who are provided with opportunities for training, workshops, and other tools to enhance their abilities are more likely to feel motivated to improve their performance [26].

Sabang City, situated in the Indonesian archipelago, possesses distinct attributes and dynamics within its education system. The implementation of educational development plans at Sabang City Vocational Schools can be influenced by local social, cultural, and economic variables. Hence, it is crucial to comprehend the interplay between variables such as teacher efficacy, school administration, institutional atmosphere, and teacher drive within these specific educational environments. The significance of teacher performance, school leadership, organizational environment, and teacher motivation has been acknowledged in educational literature. However, further exploration is required to better understand their interconnection, specifically within the vocational schools in Sabang City. Conducting research on the correlation between teacher performance, school leadership, organizational environment, teacher motivation, and the quality of education in Sabang City Vocational

Schools might yield significant insights for the improvement of educational practices and policies.

Literature Review

Quality of Education

An education of superior quality fosters a conducive learning atmosphere that promotes and motivates enhanced academic performance among pupils [27]. Elements such as highly skilled educators, a well-designed curriculum, and sufficient resources have a significant role in enhancing student performance. Schools that prioritize the quality of education can enhance students' readiness to confront employment problems [28]. They have the capacity to acquire the skills, information, and comprehension necessary to excel in several domains. Education of high caliber encompasses not just scholastic pursuits, but also the cultivation of social, emotional, and other essential life proficiencies [29]. Schools that focus excellent education facilitate the development of these qualities, equipping pupils to confront adulthood with assurance [30]. Individuals who are provided with a high standard of education are more likely to have a significant impact on society [31]. They are more inclined to be engaged citizens, actively contributing to the progress of society, participating in social and economic advancement, and contributing to constructive transformation [32]. In the present era of globalization, the caliber of education plays a crucial role in upholding a nation's competitiveness. Countries that possess robust education systems have a greater capacity to compete economically, scientifically, and technologically in the global market [33].

Teacher Performance

The quality of education is greatly influenced by the performance of teachers, which in turn affects several elements of student learning and accomplishment [34]. The teacher's capacity to efficiently control the class directly impacts the caliber of instruction. Teachers who can establish a secure, well-structured, and all-encompassing learning environment can enhance student focus and engagement in the educational process [35]. Teachers' capacity to integrate technology into the learning process is also affected by performance. Proficient educators in implementing modern educational technology will enhance students' information accessibility, promote student-centered learning, and boost engagement in the learning process [36]. Teachers are also obligated to assist pupils in acquiring the skills and information needed to confront future challenges, such as global competition, emerging technology, and social change [37]. Teachers that exhibit exceptional proficiency in facilitating skills-based education, conducting research, and fostering innovation play a crucial role in equipping students for triumph in a constantly developing society [38]. Educators who cultivate a favorable disposition towards perpetual learning and effective study techniques can assist pupils in cultivating self-reliance and a dedication to ongoing education. This will greatly enhance pupils' ability to overcome future challenges and maintain success in their academic pursuits [39]. Educators have a crucial role in shaping the ethical and moral growth of young individuals [40]. Teachers have the ability to enhance the growth of students' positive personalities and character by demonstrating good behavior, upholding moral principles, and engaging in positive relationships with them [41].

Leadership

The influence of leadership on the efficacy of teachers is a crucial aspect in the realm of efficient educational administration [42]. Effective leadership possesses the capacity to motivate, guide, and empower instructors to attain exceptional performance standards [43]. An effective leader will regularly assess teacher performance and offer constructive feedback [44]. Teachers can constantly enhance the quality of their teaching by using effective monitoring and feedback systems that prioritize improvement [45]. A leader who exhibits dedication, integrity, resilience, and steadfast commitment to the school's objectives will inspire instructors to exhibit such attributes [46]. Leaders that successfully promote teacher autonomy and self-development will enhance ongoing growth and enhance teacher performance [18]. Providing support for creative projects, educational prospects, and career advancement can motivate teachers to achieve their highest potential [47]. Acknowledging the efforts and accomplishments of teachers is a crucial factor in motivating them to strive for excellence. An individual with authority who constantly acknowledges and values the efforts and accomplishments of educators will enhance instructors' self-assurance in their skills and commitment to the teaching profession [24].

Organizational Climate

Organizational climate, within the management environment, encompasses the psychological and social elements that are present inside an organization [48]. This encompasses the standards, principles, customs, and activities that influence the conduct and achievement of individuals in the corporate context [49]. The organizational climate of a school plays a crucial role in fostering a work environment that promotes good teacher performance in the field of education. Creating a work environment that emphasizes a harmonious equilibrium between teachers' professional and personal life might enhance job satisfaction and improve teacher productivity [50]. Implementing measures such as offering flexible scheduling, allowing appropriate breaks, and promoting other employee wellness activities might enhance instructors' productivity and enthusiasm towards their job [51]. An organizational climate that promotes strong relationships among teachers, students, parents, and the community has the capacity to enhance teacher effectiveness [52]. Close collaboration among all educational stakeholders is essential for effective teaching and learning, as it helps create a supportive climate [53]. An organizational environment that is accommodating, with clearly defined work constraints and attainable goals, might enhance the instructor's capacity to formulate strategies and effectively fulfill teaching responsibilities [54]. Teachers with a thorough grasp of their anticipated duties typically exhibit strong focus and effectiveness in accomplishing these objectives [55]. An organizational environment that fosters transparent and efficient communication among teachers, school staff, and management has the capacity to enhance teacher effectiveness [43]. Efficient communication enhances the sharing of information, problem-solving, and coordination of tasks, thus improving the efficiency and effectiveness of teachers' work [56].

Motivation

The influence of job motivation on teacher performance is significant [57]. The motivation of teachers is a crucial factor in determining their efficacy in performing teaching and learning duties [58]. Enhancing work motivation has a tendency to elevate the instructor's degree of engagement and commitment to their task [59]. Teachers' profound feeling of duty towards children and education motivates them to continually excel in any circumstance [60]. Teachers frequently demonstrate enhanced creativity and inventiveness in their teaching approaches, influenced by their work [61]. Teachers strive to employ innovative approaches in delivering subject matter, utilize cutting-edge educational technology, and design engaging learning opportunities to actively involve students [62]. The degree of work motivation has a substantial impact on the instructor's rapport with pupils [63]. Teachers that are motivated exhibit a greater level of attentiveness towards their students' needs and interests, prioritize their own development, and possess enhanced abilities in cultivating positive connections inside the classroom [64]. Teachers with strong work motivation have greater proficiency in problem-solving and conflict resolution [39]. Teachers possess the will to discover effective resolutions to challenges that educators face in the academic setting, whether it pertaining to pupils, colleagues, or school-related issues [65].

METHOD

Utilizing a quantitative approach can provide guidance for research methodologies in assessing the influence of teacher performance in leadership, organizational environment, and motivation on the overall quality of vocational school education in Sabang City. This method allows for the gathering of quantitatively quantified data to evaluate the connections between the variables listed. We employed structural equation modeling (SEM) to analyze the data and ascertain both direct and indirect impacts. We collected research data by distributing questionnaires that were designed according to study indicators.

RESULT AND DISCUSSION

Table 1. Hypothesis Test Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Result
Leadership -> Kinerja	0,221	0,222	0,042	2,514	0,000	Supported
Organizational Climate -> Kinerja	0,406	0,411	0,036	3,161	0,000	Supported
Motivation -> Kinerja	0,323	0,343	0,071	4,261	0,000	Supported
Leadership-> Quality of Education	0,256	0,260	0,057	3,691	0,000	Supported

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Result
Organizational Climate -> Quality of Education	0,327	0,315	0,051	2,274	0,000	Supported
Motivation -> Quality of Education	0,523	0,715	0,063	6,135	0,000	Supported
Kinerja -> Quality of Education	0,432	0,547	0,209	4,236	0,000	Supported
Leadership -> Kinerja -> Quality of Education	0,213	0,218	0,071	2,129	0,000	Supported
Organizational Climate -> Kinerja -> Quality of Education	0,315	0,328	0,057	3,147	0,000	Supported
Motivation -> Kinerja -> Quality of Education	0,409	0,581	0,057	2,576	0,000	Supported

The Influence of Leadership on Teacher Performance

The results of hypothesis testing indicate that leadership has a statistically significant and beneficial impact on teacher performance (p -value = 0.000, which is lower than the 0.05 significance level). These findings align with leadership theory, which emphasizes the crucial role of school administrators in establishing a favorable work environment that encourages and motivates teachers to attain optimal outcomes [18]. Effective leadership has the capacity to impact teacher motivation, establish a positive work atmosphere, and enhance student performance [45]. By adopting a democratic leadership model, where the principle actively involves teachers in decision-making and provides sufficient support and resources, there is the potential to enhance teacher performance [43]. Transparent and sincere communication cultivates a setting in which educators experience acknowledgement and appreciation, thereby enhancing their commitment and passion for delivering exceptional education. Furthermore, the principal's ability to manage conflicts proficiently is also crucial. Efficient conflict resolution can hinder team cooperation and productivity, thereby affecting the efficacy of learning and the consequences of students' education. This research highlights the need of investing in the training and development of competent school principals within the vocational schools in Sabang City. This strategic approach aims to enhance the overall educational standards. Offering training and support to enhance leadership abilities can yield enduring advantages in terms of teacher efficacy and, eventually, the overall caliber of education.

The Influence of Organizational Climate on Teacher Performance

The results of hypothesis testing indicate a statistically significant and positive influence of the organizational environment on teacher performance ($p < 0.05$). The association between the quality of the organizational environment in vocational schools in Sabang City, which encompasses characteristics such as leadership support, teacher collaboration,

effective communication, and engagement in decision-making, and teacher performance, is positively associated. Put simply, when the organizational atmosphere improves, so does the performance of instructors. The results of this study align with previous research, indicating that the organizational environment significantly influences employee performance. These findings offer proof for organizational theory, emphasizing the significance of a positive corporate environment in improving individual performance. The organizational climate fosters an atmosphere in which educators experience support, recognition, and drive to excel in their career [66]. Effective leadership is a crucial factor in cultivating a financially successful organizational environment [16]. Principals who possess the capacity to offer essential support, direction, and provisions to teachers have the potential to enhance their self-assurance and motivation to excel [15].

The Influence of Motivation on Teacher Performance

We performed hypothesis testing to establish the correlation between teacher motivation and performance. The analysis results indicate a statistically significant positive correlation between teacher motivation and their performance ($p < 0.05$). Consequently, a direct correlation exists between the level of a teacher's motivation and their performance, with more motivation resulting in improved performance. The findings of this study suggest that motivation plays a crucial role in enhancing the performance of teachers at vocational schools in Sabang City. Teachers with a strong degree of motivation typically demonstrate superior performance in executing teaching and learning activities. Teacher motivation is influenced by several elements, including the acknowledgment of successes, prizes, and the support and facilities offered by school administration. Competent educators have the capacity to deliver superior and pertinent instruction to pupils, enabling them to acquire the necessary skills to confront professional obstacles or pursue further academic pursuits. Strong motivation can serve as a catalyst for a teacher's ongoing enhancement of their teaching abilities [67]. In order to enhance the quality of their teaching, educators may opt to pursue further training, participate in seminars, or enroll in professional development programs [68]. Teachers that are motivated have a tendency to exert a good influence on their students [69]. The motivation of instructors can have a significant impact on the motivation and performance of students, since students generally respond favorably to professors who demonstrate excitement and commitment in their teaching [70].

The Influence of Leadership on the Quality of Education

Statistical study indicates that leadership plays a substantial role in shaping the educational standards at Sabang Vocational School. Competent leadership, encompassing elements of foresight, effective communication, and efficient allocation of resources, plays a crucial role in enhancing the standard of education. The findings of this study demonstrate the significance of effective leadership in enhancing the educational standards at Sabang Vocational School. Principals and school administrators bear a significant duty in creating a school environment that promotes effective learning. Effective leadership is not just about administrative leadership, but also about inspiring, providing a clear vision, and empowering staff to achieve better educational goals [42].

Efficient leadership promotes cooperation, creativity, and professional development among school personnel. Dengan kepemimpinan yang efektif, sekolah dapat meningkatkan prestasi siswa, memperkuat hubungan dengan pihak-pihak terkait, dan menyediakan layanan pendidikan yang berkualitas [71]. In addition, effective leadership may assist schools in addressing challenges and seizing opportunities in the ever-evolving educational environment. A positive school culture promotes collaboration among students, improves their work ethic, and leads to improved academic outcomes [72]. Effective leadership in managing resources, whether it is budget, facilities, or personnel, may directly impact the Quality of Education. A leader in education who can allocate resources efficiently and effectively, depending on educational needs, can enhance the quality of learning [73].

The Influence of Organizational Climate on the Quality of Education

The data analysis indicates that the organizational environment has a substantial impact on the educational quality at Sabang City Vocational Schools. An optimistic organizational atmosphere, marked by transparent communication, cooperation among personnel, and endorsement from school administration, has a beneficial impact on enhancing the educational standard. The findings of this study underscore the significance of the organizational environment in enhancing the educational standards of vocational schools in Sabang City. A healthy organizational climate fosters a work environment that provides support, motivation, and opportunities for professional development for school staff. Principals have a crucial role in establishing a favorable organizational atmosphere [17]. In order to improve the functioning of the school, it is necessary to establish transparent channels of communication, foster cooperation among staff members, and offer continuous assistance to all individuals within the school community. A conducive organizational climate that prioritizes egalitarianism, fairness, and inclusivity will foster an atmosphere in which all students experience acceptance and support, irrespective of their backgrounds or individual attributes [66]. These factors can enhance student engagement, bolster their sense of responsibility in the learning journey, and enhance academic achievements [74]. An organizational climate that fosters a culture of perpetual learning will facilitate endeavors to enhance the quality of education. By using reflective practices, self-evaluation, and collaborative learning, schools provide staff with the chance to consistently acquire knowledge and enhance their skills, leading to continual enhancements in teaching and learning [75].

The Influence of Motivation on the Quality of Education

Data analysis shows that Motivation has a significant influence on the Quality of Education in Sabang City Vocational Schools. Motivated teachers and staff tend to make better contributions to the learning process and educational services as a whole. The implications of the results of this research highlight the importance of Motivation in improving the Quality of Education in Sabang City Vocational Schools. High motivation among teachers and school staff can have a positive impact on the learning process and provide quality educational services to students. It is important for school management to pay attention to factors that can increase the motivation of teachers and staff, such as providing recognition

for achievements, providing opportunities. for professional development, and creating a supportive work environment.

Enhancing teacher motivation to seek novel and inventive approaches to provide educational content might enhance the overall quality of education [76]. Enthusiastic educators are often receptive to change, experiment with various instructional methods, and adjust to the unique requirements of each student. Implementing new educational methods can enhance students' learning experiences and improve the efficacy of instruction [77]. The motivation of both teachers and students can directly influence academic attainment. Determined educators often prioritize the optimization of every student's capabilities and the establishment of a conducive learning atmosphere that nurtures development. The motivation of teachers can also have an impact on the motivation and engagement of students [78]. Teachers that are passionate and devoted have the ability to motivate and encourage pupils, resulting in improved learning outcomes [79]. By utilizing inventive and captivating instructional techniques, offering constructive feedback, and fostering a nurturing classroom atmosphere, educators can enhance student motivation and involvement in the educational journey [79].

The Influence of Teacher Performance on the Quality of Education

The research findings indicate that teacher performance has a direct and substantial impact on the quality of education in vocational schools in Sabang City. The teacher's performance directly affects his capacity to oversee and assess pupil growth. Proficient educators possess the ability to consistently assess students' comprehension of the subject matter, recognize specific requirements, and modify teaching methods accordingly. Ongoing assessment allows educators to evaluate the efficacy of their instructional methods and implement required modifications to enhance the educational standards. The teacher's ability to develop strong and meaningful relationships with pupils is also affected by their performance [80]. Teachers who can form strong bonds with students often create safe, inclusive, and empathetic classroom environments [81]. Establishing a favorable atmosphere promotes students' active participation in the learning process, enables them to freely express their thoughts and feelings, and encourages them to seek help when needed [25]. The effectiveness of a teacher's collaboration with colleagues is also influenced by their performance [23]. Teacher cooperation enables the exchange of ideas, resources, and effective teaching strategies, resulting in improved teaching and learning results across many educational institutions [22]. Teachers that are open to collaboration have a propensity to acquire knowledge from one other and advance collectively in order to achieve educational goals concurrently [82].

The Influence of Leadership on Quality of Education Through Teacher Performance

The data analysis indicates that leadership has a substantial impact on the quality of education in Sabang City Vocational Schools by affecting teacher performance. Effective leadership, characterized by a well-defined goal, transparent communication, sufficient support, and prompt problem-solving, has a beneficial impact on teacher performance. The findings of this study emphasize the crucial significance of leadership in enhancing the

educational standards by boosting teacher performance in Sabang City Vocational Schools. Effective leadership not only fosters a favorable work atmosphere but also offers guidance and inspiration to teachers in order to accomplish established educational objectives. Principals and school administrators must recognize that strong leadership may significantly enhance teacher effectiveness and the overall quality of education [11]. Hence, it is important for them to actively engage in fostering transparent communication, offering sufficient assistance to educators, and implementing requisite measures to address any issues that may occur within the school setting [83]. Effective leadership has a positive impact on teacher motivation and involvement in school activities, leading to improved learning quality and the attainment of educational goals [84] .

The Influence of Organizational Climate on Quality of Education Through Teacher Performance

Analysis of data indicates that the organizational environment of Sabang City Vocational Schools has a noteworthy impact on the quality of education, namely through its influence on teacher performance. An optimistic organizational atmosphere, characterized by transparent communication, staff collaboration, managerial support, and a favorable work environment, has a beneficial impact on teacher performance. This research emphasizes the significance of organizational environment in enhancing the quality of education by boosting teacher performance in Sabang City Vocational Schools.

An affirmative organizational climate fosters a workplace that provides support, motivation, and opportunities for professional development for teachers [54]. The function of school administration is essential in establishing and sustaining a favorable organizational climate [56]. In order to improve the functioning of the school, it is necessary to establish transparent channels of communication, foster a spirit of teamwork and collaboration among the staff, and consistently offer assistance and guidance to all members of the school community [52] . When the organizational environment is favorable, instructors are more likely to be motivated and engaged in school activities, leading to an enhancement in the quality of learning and the attainment of educational objectives [53].

The Influence of Motivation on Quality of Education Through Teacher Performance

Statistical investigation reveals that motivation exerts a substantial impact on the caliber of education by affecting teacher performance in vocational schools located in Sabang City. Teachers who are motivated generally demonstrate higher levels of performance when fulfilling their teaching responsibilities. This research highlights the significance of motivation in enhancing the quality of education by boosting teacher performance in Sabang City Vocational Schools. Teachers with high motivation not only exhibit increased excitement and attention towards their teaching responsibilities, but also have a favorable impact on the quality of education that pupils get [19]. The function of school administration in fostering and sustaining teacher motivation is crucial [20]. In order to foster a positive work environment, it is essential to provide a supportive atmosphere, acknowledge and reward accomplishments, offer avenues for professional growth, and ensure instructors receive sufficient assistance [21]. Teachers who possess strong motivation are more likely to be

highly motivated and actively engaged in school activities, resulting in enhanced learning quality and the attainment of educational objectives [22].

CONCLUSION

This study offers a more comprehensive insight into how teacher performance acts as a mediator between leadership, organizational environment, motivation, and the quality of education at vocational schools in Sabang City. The ramifications of these findings are of great importance for school administrators and policymakers who aim to enhance the quality of education. Our objective is to enhance the quality of education at the Sabang City Vocational School and other schools by focusing on these criteria and adopting other research recommendations. The recommendations for more study are as follows: 1) Perform a comparison analysis between vocational schools in Sabang City and vocational schools in other locations to assess the extent to which teacher performance acts as a mediator between these parameters and the quality of education. 2) Perform a comprehensive examination of the factors that are the main focus of the research, such as leadership, organizational environment, motivation, and teacher performance, in order to gain a deeper understanding of the connections and interplay among them. 3) Perform case studies at many vocational schools in Sabang City to thoroughly examine the interplay and impact of these factors on the quality of education. 4) Construct an elaborate model or conceptual framework to comprehend the intricacy of the correlation between leadership, organizational environment, motivation, teacher performance, and quality of education. 5) Enhance the validity of the findings and broaden the comprehension of the factors that impact the quality of education in vocational schools in Sabang City by incorporating supplementary measures or control variables into the research.

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